



**APPALACHIAN
STATE UNIVERSITY**

**1983-1984
GRADUATE BULLETIN**

ACADEMIC CALENDAR FOR 1983-84

Fall Semester, 1983

August 20	Saturday, 8:00 a.m. residence halls open for freshmen; 4:00 p.m. freshman orientation begins
August 21	Sunday, 8:00 a.m. - official opening; residence halls open for upper class students—12:00 noon new student orientation begins
August 22	Monday - faculty returns; fall semester general faculty meeting; college/departamental meetings
August 23-24	Tuesday & Wednesday - registration
August 25	Thursday - classes begin
August 26-27	Friday & Saturday - registration and first meeting of weekend classes

NOTE: THE LAST DAY TO REGISTER FOR A CLASS OR TO ADD A CLASS IS THE DAY OF THE SECOND MEETING OF THE CLASS.

October 20-23	Fall break
October 24	Monday - classes resume
October 24	Monday - second half semester classes begin
November 24-27	Thanksgiving holidays
November 28	Monday - classes resume
December 10	Saturday - classes end
December 12-16	Monday through Friday - final exam period
December 16	Friday - semester ends
December 17- January 8	Christmas holidays and semester break

Spring Semester, 1984

January 8	Sunday, 8:00 a.m. - official opening; residence halls open -12:00 noon new student orientation begins
January 9-10	Monday and Tuesday—registration (begins at noon Monday)
January 9	Monday - Spring semester general faculty meeting; college/departamental meetings
January 11	classes begin
January 14	Saturday - registration and first class meeting of Saturday classes

NOTE: THE LAST DAY TO REGISTER FOR A CLASS OR TO ADD A CLASS IS THE DAY OF THE SECOND MEETING OF THE CLASS.

March 4-11	Spring vacation
March 12	Monday - classes resume
March 12	Monday - second half semester classes begin
April 20-23	Easter holidays
April 24	Tuesday - classes resume
May 3	Thursday - classes end
May 4	Friday - reading day
May 5, 7- 10	Saturday, Monday through Thursday - final exam period
May 13	Sunday - commencement



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**Announcements for
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Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or handicap. Moreover, Appalachian State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

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Accounting; Administration, Supervision, and Higher Education; Anthropology; Art; Biology; Business Education; Chemistry; Community Planning and Geography; Counselor Education and Research; Economics; Elementary Education; English; Finance, Insurance, and Real Estate; Foreign Language; Geology; Health, Physical Education, and Recreation; History; Industrial Education and Technology; Interdisciplinary (Appalachian Studies, Business Administration, Social Science); Library and Media Studies; Marketing; Management; Mathematical Sciences; Music; Philosophy and Religion; Physics and Astronomy; Political Science/Criminal Justice; Psychology; Reading Education; Secondary Education; Sociology; Special Education; Speech Pathology and Audiology

Graduate Degree Programs

Degree Program

Department Supervising Program

Master of Arts

Agency Counseling	Counselor Education and Research
Appalachian Studies	Interdisciplinary
Clinical Psychology	Psychology
Community Education	Administration, Supervision and Higher Education
Economics	Economics
English	English
Geography	Community Planning and Geography
History	History
Industrial/Organizational Psychology	Psychology
Mathematics	Mathematics
Physical Education and Health	Health, Physical Education and Recreation
Political Science	Political Science
Psychology, General-Theoretical	Psychology
Psychology, General-Theoretical/Voca- tional Rehabilitation Counseling	Psychology
School Psychology (Level II)	Psychology/Counselor Education and Research
Sociology	Sociology
Speech Pathology	Speech Pathology and Audiology
Student Development	Counselor Education and Research

Master of Arts, Education

Art, Education	Art
Biology, Education	Biology
Chemistry, Education	Chemistry
Driver and Traffic Safety Education	Health, Physical Education and Recreation
Economics and Business, Teaching	Business Education and Office Administration
Educational Administration, General	Administration, Supervision and Higher Education
Educational Administration, School Administration	Administration, Supervision and Higher Education
Educational Administration, Community Education	Administration, Supervision and Higher Education
Educational Supervision-Curriculum Specialist	Administration, Supervision and Higher Education

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Educational Media	Library and Media Studies
Elementary Education-Early Childhood Education (K-3)	Elementary Education
Elementary Education/Intermediate Education (4-9)	Elementary Education
Elementary Education/Middle-Junior High Specialization (4-9)	Elementary Education
English, Education	English
French, Education	Foreign Languages
Geography, Education	Community Planning and Geography
Higher Education, Adult Education	Administration, Supervision and Higher Education
Higher Education, Developmental Studies	Administration, Supervision and Higher Education
Higher Education, Teaching	Administration, Supervision and Higher Education
Higher Education, Administration	Administration, Supervision and Higher Education
History, Education	History
Industrial Arts	Industrial Education and Technology
Library Science, Junior College	Library and Media Studies
Library Science, Public Schools	Library and Media Studies
Mathematics, Education	Mathematics
Music, Education	Music
Physical Education and Health	Health, Physical Education, and Recreation
Political Science, Education	Political Science
Psychology, General-Theoretical/Vocational Rehabilitation Counseling, Education	Psychology
Psychology, Education	Psychology
Reading Education, General	Reading
School Counseling	Counselor Education and Research
Social Science, Education	Interdisciplinary
Sociology, Education	Sociology
Spanish, Education	Foreign Languages
Special Education: Severe/Profound (Emotional Disturbance/Mental Retardation)	Special Education
Special Education: Teaching Parent Speciality	Special Education
Special Education/Emotional Disturbance	Special Education
Special Education/Gifted and Talented	Special Education
Special Education/Learning Disabilities	Special Education
Special Education/Mental Retardation	Special Education
Speech Pathology	Speech Pathology and Audiology

Master of Business Administration

Business Administration

Interdisciplinary

Master of Science

Accounting

Biology

Chemistry

Accounting

Biology

Chemistry

Specialist in Education

Counselor Education

Curriculum and Instruction

Educational Administration

Educational Media (For Librarians)

Elementary Education, General

Higher Education, Adult Education

Higher Education, Developmental Studies

Higher Education, Teaching

Higher Education, Administration

Reading Education, General

Special Education, General

Counselor Education and Research
Administration, Supervision and
Higher EducationAdministration, Supervision and
Higher Education

Library and Media Studies

Elementary Education

Administration, Supervision and
Higher EducationAdministration, Supervision and
Higher EducationAdministration, Supervision and
Higher EducationAdministration, Supervision, and
Higher Education

Reading Education

Special Education

Specialist in Science

Science Specialist, Biology

Biology

Certificate of Advanced Study

Educational Administration

School Psychology (Level II)

Administration, Supervision and
Higher EducationPsychology/Counselor Education and
Research

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The Cratis D. Williams Graduate School

Joyce V. Lawrence, Dean

Thomas C. Rhyne, Assistant Dean

On the 30th anniversary of Appalachian's Master of Arts program, the Graduate School was named in honor of Cratis D. Williams, who served as graduate dean from 1958 until his retirement in 1975. The Graduate School was organized in 1948 and has grown to a resident graduate enrollment of over 1000.

The Graduate School has general supervision of all graduate work carried out in the departments, schools, and colleges of the University. It consists of a graduate faculty represented by the Dean, who is the administrative officer, and the Graduate Council. The Dean reports to the Vice-Chancellor for Academic Affairs and is responsible for research and graduate studies.

Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, developing or extending academic or professional specializations, and preparing master teachers, supervisors, and administrators. Accordingly, the Cratis D. Williams Graduate School offers programs leading to the Master of Arts degree with educational certification for teachers and the Master of Arts and Master of Science degrees in many academic areas. There are also programs leading to the Master of Business Administration, the Educational Specialists' degree and to the Certificate of Advanced Study, all of which are offered during the two semesters of the regular session and the summer session. Students may also attend courses scheduled for late afternoons, evenings, and Saturdays, or participate in field-based programs.

Purpose

Within the framework of higher education established by the State of North Carolina, Appalachian State University is dedicated to the total development of its constituency through instruction, research and service. In pursuit of this purpose, Appalachian pledges itself:

- To nurture an intellectual climate in which truth is sought and respected,
- To provide a liberal education for all its students,
- To offer, within the scope of its programs, preprofessional and professional education to those students who desire it,
- To maintain a faculty dedicated to teaching and scholarship,
- To advance the frontiers of knowledge through research,

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To be cognizant of new knowledge and prepared to meet the challenge of new ideas,
To expand cultural horizons and develop appreciation of ethical and aesthetic values,
To make its resources available to the people within its sphere of influence,
To serve as a force for social improvement,
To cooperate with all institutions and agencies which are dedicated to the betterment of humanity.

Administration

The Cratis D. Williams Graduate School consists of a graduate faculty represented by the Dean, who is the administrative officer, and the Graduate Council. The Dean reports to the Vice-Chancellor for Academic Affairs and is responsible for research and graduate studies. The Graduate Council formulates and recommends policies and standards for the Graduate School, approves all teaching personnel for graduate courses, and appraises and recommends new graduate degree programs and changes in existing programs.

Accreditation

Appalachian State University is fully accredited by the Southern Association of Colleges and Schools. In addition to this comprehensive accreditation, other special accreditation by appropriate agencies includes:

- The National Council for Accreditation of Teacher Education
- The North Carolina Department of Public Instruction
- The American Home Economics Association (undergraduate)
- The American Assembly of Collegiate Schools of Business (undergraduate and graduate)
- The American Chemical Society (undergraduate)
- The National Association of Schools of Music
- The Council on Rehabilitation Education (graduate)

The University is a member of appropriate state and national associations and organizations to which its professional programs are related. These include:

- The Conference of Southern Graduate Schools
- The Council of Graduate Schools in the United States
- The North Carolina Association of Colleges and Universities
- The National Association of Business Teacher Education
- American Association of State Colleges for Teacher Education
- The American Council on Education
- The American Association of University Women
- National Council on Rehabilitation Education
- National Collegiate Honors Council

Corporate History

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that the "General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise."

By 1969, The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multi-campus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960's three additional campuses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported senior institutions of higher education. They are: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation all sixteen public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally-authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." The chief executive officer of The University is the President.

Each constituent institution of The University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body *ex officio*. (The School of the Arts has two additional *ex officio* trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

Research Facilities

Faculty research and publication costs are supported by the University as well as through funding by outside agencies. The Graduate School, with advice from the University Research Committee, administers funds which provide modest grants to faculty for equipment, publication costs and manuscript preparation. Assistance in identifying sources of external support and the preparation of grant proposals to funding agencies is provided through the Office of Grants Planning, and the Office of Grants Accounting assists faculty with the financial administration of grants and contracts. The Faculty Development Fund, administered through the Center for Instructional Development, provides funds for faculty study and professional development. Information regarding the research activities of Appalachian faculty and students is disseminated through *Research News* which is published twice each year by the Graduate School.

Research facilities maintained by Appalachian include the Carol Grotnes Belk Library and the Office of Computer and Management Services. Belk Library, with special collections including the W.L. Eury Appalachian Regional Collection, provides research as well as instructional support to faculty and students. The Office of Computer and Management Services assists faculty and students in research computing and in statistical treatment of data.

The College of Arts and Sciences maintains specialized research facilities which include the Center for Appalachian Studies, the Dark Sky Observatory, the Meteorological Reporting Station, and the Regional Bureau of Government. The Bureau of Economics and Business Research in the Walker College of Business assists faculty and students in research efforts, and the College of Fine and Applied Arts has research facilities in the Human Performance Laboratory, the Perceptual Motor Training Laboratory and the Music Electronic Laboratory. The College of Learning and Human Development provides research facilities and support through the Statistics/Testing/Research Laboratory, the Educational Computer Laboratory, the Teacher Education Student Data Bank, the Speech and Hearing Clinic, the Reading Education Curriculum Laboratory, the Center for Learning Evaluation and Research, the Early Childhood Learning Center, and the Western Carolina Research Center. In addition, Appalachian allocates faculty time and financial support toward the publication of numerous research journals and periodicals.

The University

Appalachian State University, founded in 1899 as Watauga Academy, is located in Boone, North Carolina, in the heart of the Blue Ridge of the Appalachian mountains, close to the borders of Virginia and Tennessee and less than two hours from the region's major airports and population centers.

Growing steadily through its transformations as Appalachian State Normal School in 1925 to Appalachian State Teachers' College in 1929 to Appalachian State University in 1967 and a part of the consolidated University of North Carolina in 1971, the campus has come to occupy some 48 buildings on its 75-acre main campus as well as

several new buildings on the new 180-acre west campus. The University has a master plan for an enrollment of 10,000 students with future expansions concentrated on some 330 acres of outlying land owned by the University.

Appalachian maintains two campuses away from Boone for experiential studies. The New York Loft, begun in 1974, consists of some 3,000 square feet of carefully designed living space for ten to twelve visitors at a time. Located at 67 Vestry Street in the SoHo district of New York City, the loft is within easy walking distance of the World Trade Center, Chinatown, Little Italy, and all SoHo area galleries.

The Appalachian House, a satellite campus in Washington, D.C., opened in 1977. The 150-year-old house is in the heart of the Capitol Hill Historic District. It is next door to the Folger Shakespeare Library, only minutes away from the U.S. Senate and House chambers, Congressional offices, the Library of Congress, and the Supreme Court. The Appalachian House and Loft, supervised by the Associate Vice Chancellor for Academic Affairs, are not open to the general public, but are reserved for use on a priority basis related to instructional programs at the University.

The University welcomes and encourages prospective students, alumni, and friends to visit the campus and to tour the surrounding area which encompasses six ski resorts, nine golf courses, and several major tourist attractions.

University Services

Housing

Graduate students, including international students, are responsible for arranging for their own housing. Residence hall accommodations are not available to graduate students with the exception of those employed by the University as residence hall counselors. However, the University provides 90 furnished apartments, which include drapes, built-in self-cleaning ranges, frost-free refrigerators, and wall-to-wall carpeting. Rental information and applications may be obtained from the Office of Residence Life. Although the apartments are available primarily to upper class students, faculty and staff may lease apartments if space is available with married and single students given a priority in assignment.

Food Services. Appalachian owns and operates its own food service in four separate campus facilities: the University Cafeteria; the Bavarian Inn, a fast-food operation; the Gold Room, for steak and seafood dining; and the Ice Cream Parlor. Cash or mealbooks are acceptable in each area. Student employment is encouraged and the areas of Food Services are used as a practice laboratory for students in business and home economics. Mealbooks may be purchased at the cafeteria.

Laundry Service. A nonprofit laundry plant is operated on the campus for use by students, faculty, and staff. It provides all the services of a commercial laundry-dry cleaning plant. Cash-and-carry service is available to off-campus students. The Bookstore vending service provides token-operated washers and dryers in each dormitory.

University Health Services

Medical Center. Appalachian maintains a modern medical center on campus. It is staffed by physicians, registered nurses, lab and X-ray technicians, and their assistants. For over-night treatment of minor illness there are in-patient accommodations. For those who require hospital care, the modern Watagua County Hospital is just two miles from campus.

When the University is in session, services of the medical center are available 24 hours a day to all students who are currently enrolled and who have paid the Health Services Fee. A currently validated ID card must be presented at each visit to the medical center. The center is supported by a portion of the fees paid each semester by all students and there is no additional charge for professional services of the physicians. **All students, including transfers and graduate students, must have a preadmission physical by their own physician, the form for which must be on file in the university medical center.**

Contacts with university health services are confidential. Records are maintained separately for use of health personnel only.

The medical center does not issue excuses for class absences because of illness. Students who withdraw from the University for reasons of health must receive medical clearance through the medical center before being readmitted. Before clearance is granted, the student must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of the student's ability to participate in university life.

Insurance. Low-cost hospital and accident insurance is available. This insurance will pay a substantial part of charges for hospitalization, surgery, treatment for accidental injuries, diagnostic tests, and medical emergencies. It provides year-round coverage on or off the campus. Insurance is not included in student fees and must be contracted for separately. Information regarding insurance can be obtained by contacting student health services.

Counseling and Psychological Services Center

The Counseling and Psychological Services Center provides a setting where students may benefit from a relationship with a skilled and experienced counselor. Within the context of this confidential relationship, they may discuss questions ranging from those related to educational-vocational decisions to those which are extremely personal in nature. Students also may choose to take a group approach as an alternative to individual discussions.

The testing section of the Counseling and Psychological Services Center has the responsibility of organizing and administering the individual and group tests for the university community. Available tests include individual intelligence, personality tests, and vocational interest inventories. Information concerning large group tests such as

Graduate Record Examinations, National Teacher Examinations, Miller Analogies Test, CLEP, Graduate Management Admission Test, the Law School Admission Test, and university proficiency test is also available.

Other Services

Motor Vehicles. Everyone who operates a motor vehicle on campus must register it with the University's Traffic Office. There are no exceptions. Any student who must operate a vehicle on campus after registration day, no matter how short the period, must register the vehicle at the Traffic Office before it is driven on campus.

Several types of registration are available dependent upon the category and/or resident location of the registrant. All students on academic or disciplinary probation and all students having a grade-point average below 2.0 are prohibited from registering or operating a motor vehicle on the campus or its environs. Those eligible to drive on campus apply for parking privileges on registration day as a part of academic registration. A fee is charged for automobile registration as set by the University's Board of Trustees and published annually in the Parking and Traffic Regulations pamphlet.

Postal and Banking Services. A U.S. Post Office Contract Station is maintained by Appalachian in the Plemmons Student Union. Every on-campus student has a personal mailbox there, but boxes are not available to off-campus students.

A branch of the Northwestern Bank is located in the lobby of the University Bookstore.

University Bookstore. The Appalachian State University Bookstore offers students a wide variety of merchandise, including required and supplemental texts, course materials, magazines, sports wear, gift items, stationery, and other supplies. An extensive selection of paperback books is available for class use and leisure reading.

Office of Career Planning and Placement. ASU operates a comprehensive career planning and placement program for students and alumni. The office provides career counseling, career information, help with resume writing, interview skills and job search techniques, on-campus recruitment, employer information and a credentials program.

Speech and Hearing Clinic. Students and other persons in the region who may be experiencing communication difficulties of speech, voice, language, fluency, or hearing can find assistance at the Speech and Hearing Clinic, operated by the Department of Speech Pathology and Audiology. There is no charge to students for this service.

Reading Center. The University's Reading Center provides diagnostic and remedial services in reading for Appalachian students and for others in the region who want and need assistance in becoming more proficient. The center also serves as a laboratory for students in the teacher preparation program.

Division of Complementary Education. Complementary Education provides a central theme for all programs and services to enrich and strengthen a student's academic experience.

The Division of Complementary Education at Appalachian State University consists of four major programming areas and five administrative support offices. The four major programming components consist of Student Union and Campus Programs, cultural programs and activities, residence hall programs, and Student Development Center activities. Five special administrative offices provide graphic support, management and fiscal support, research assistance, technical assistance, and academic support.

The W.H. Plemmons Student Union. The student union is a multipurpose facility for students interested in educational, recreational, and entertainment activities. Six special student committees under the direction of student supervisors carry out continual programming in the areas of popular entertainment, recreation, films, coffeehouse programs, residence hall projects, and student television. Student organizations are assisted by the offices of Campus Programs, Residential Programs, and Management Programs which are housed in the Student Union to coordinate the planning the scheduling of activities and events. In addition, the Union helps students in securing part-time jobs through the Student Employment Service.

The Cultural Affairs Office. The Cultural Affairs Office offers a variety of cultural programs and events throughout the academic year. Two standard series of programs offered by the office are the Artist Series with performances in Farthing Auditorium and the Chamber Series with performances in more intimate surroundings.

The Student Development Center. The center is housed in Workman Hall which provides office space, conference rooms, and production facilities for student organizations and agencies, including all student publications, the Student Government Association, Interfraternity Council, Panhellenic Council, Student Research Union, the Student Court, Student Printing and Graphic Services, Student Refrigerator Rental, and the Co-Curricular Project Center.

The Office of International Studies. In support of its institutional goals of providing a well-rounded education, and realizing that the students of the University must be prepared for citizenship in an interdependent world, ASU offers various undergraduate programs of international studies. The University also sponsors various study abroad programs (announced by the departments involved in the fall of each year) as well as international events on campus.

The Office of International Studies coordinates international programs and provides counseling services to students and faculty interested in study, research, teaching, or employment abroad. The research center maintained by the office contains information about educational systems and opportunities in other nations as well as material on scholarships for both students and faculty. The Office of International Studies also sponsors and coordinates various exchange programs for ASU students and faculty.

Learning Resources. The Learning Resources Program at Appalachian is comprised of three major units of academic support. They are as follows: the University Library, the Audiovisual Services Center and the Center for Instructional Development.

At the center of the campus and of academic life at Appalachian State University is the Carol Grotnes Belk Library, which houses on open stacks more than 400,000 volumes, some 110,000 government documents, and 350,000 units of microform. Approximately 5,100 periodical subscriptions are received, including the major titles in the subject fields. The library maintains subscriptions to more than 63 local, national, and foreign newspapers. Attractive areas for general reading are provided on all three levels of the library as well as study areas, lecture rooms, a reserve reading room, a periodicals reading room, and a smoking lounge on various levels.

Among the special collections are the Music Library, located in I.G. Greer Hall, and the W.L. Eury Appalachian Regional Collection, containing materials (books, tapes, pictures, artifacts) primarily concerned with the Appalachian region and housed on the second floor of Dougherty Library.

A major library addition of 52,000 square feet was recently completed. At that time, the Curriculum Library, the Young People's Collection, the Film Library, and the Microforms Collection were combined to form the Justice-Query Instructional Materials Center, which is located on the ground floor of Belk Library.

Tours and lectures in the use of the library can be arranged with the Reference staff. Locked study carrels are available to graduate students and faculty who are doing research. The Reference Department will assist with computerized searches of the educational literature for both students and faculty, and interlibrary loan service is provided to obtain materials that are not in Belk Library.

Although the Audiovisual Services Center is a separate organizational member of Learning Resources, it is located on the ground floor of Belk Library. The standard recording and projection equipment can be checked out by persons holding a currently valid University identification card. Also, production of visual and audio materials for educational use, advice on the selection and use of equipment, and consultation on materials design may be obtained in the Audiovisual Services Center.

Designing and redesigning courses comprise the major function of the Center for Instructional Development. Another important aspect of the center's work is the coordination of faculty development activities, such as workshops, seminars, and information exchange. The center sponsors approximately 100 projects each year, including a heavy emphasis during the months of May and June.

All of the areas of Learning Resources are concerned with the improvement of the total academic program at Appalachian.

Office of Computer and Management Services. The Office of Computer and Management Services currently operates a UNIVAC Series 90/80 Model 3 consisting of 4000K bytes of memory, 1.8 billion characters of direct access storage (disk), two printers, a card reader, a punch, six tape drives and a front end processor handling 64 communication ports. The system supports numerous hard copy and video terminals

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utilizing various on-line management information systems, interactive time sharing systems, and programming systems for research services.

The Center provides both administrative and academic computing support for the University and the region. The Center is operated on an attended basis from 8 a.m. to 12 midnight weekdays, and from 2 p.m. to 6 p.m. on Saturday and Sunday. All other hours are on an unattended basis for student and faculty use. Consultation is available at posted times in the Office of Computer and Management Services.

An Academic Users Room is located in Room 11 of Whitener Hall. This room contains 16 cathode ray tube (CRT) terminals, six keypunches, two slow speed printers, and a remote job entry station for use of students and faculty.

College of Continuing Education

James W. Jackson, Dean

Richard B. Parrott, Assistant Dean

In cooperation with other colleges of the university, the College of Continuing Education strives:

To provide educational experiences for those outside the confines of the University through field-based classes, conferences, and camp programs.

To expand the knowledge of university students through a program of internships with business and agencies in the region.

To offer educational experiences to graduate and undergraduate students, along with persons seeking enrichment or certificate renewal credit, during the university summer sessions.

To coordinate university and regional services in programs directed toward the improvement of life in the region.

Although the College of Continuing Education is not a degree-granting program in the university, the dean and the offices within the College of Continuing Education work closely with all other academic departments and divisions of the university in order to better serve the various groups and populations calling upon the university for its services. The offices directly responsible to the Dean of the College of Continuing Education are:

- The Office of Summer Sessions
- The Center for Continuing Education
- The Division of Camps & Outdoor Programs
 - Camp Broadstone
 - The Office of University Camp Programs
 - The Office of Wilderness Experiences
- The Student Internship Program
- The Division of Community Services
- The Appalachian Oral History Project
- The Appalachian Consortium Project

The Office of Summer Sessions

Summer sessions at Appalachian have experienced steady growth, not only in size, but also in depth of programs offered. Besides offering courses allowing undergraduates to work toward their degree requirements, the university schedules workshops, seminars, and standard courses for teachers and other professional persons to gain enrichment or to work toward advanced degrees.

Terms of varying lengths are offered to allow students to fit their summer studies into other summer plans. Summer sessions at Appalachian offer an alternative to the typical summer school.

The Center for Continuing Education

Appalachian's Center for Continuing Education is located at an elevation of 3,535 feet at the top of the west campus. The center contains approximately 75,000 square feet with 20 multipurpose meeting rooms (including a small auditorium), a library, and exhibition areas. It provides complete living accommodations for guests, with 84 bedrooms, a spacious dining hall and banquet rooms.

The center also contains the most up-to-date audiovisual and learning resources equipment, as well as special lighting. Besides these facilities, there are lounges, cable color TV, and a large lobby. Well-lighted parking areas are available for cars and buses.

The center was created to respond to the newly articulated needs of adults and is dedicated to the proposition that all people have the inherent right to educational opportunities. While recognizing the need for change, the center is at once committed to the pursuit of academic excellence, to more adequately meet the educational needs of adults by offering new, imaginative, and exciting programs in keeping with the goals and objectives of the university. The center has increased the university's capability to fulfill its responsibilities as a regional institution by offering a variety of programs that are designed to enrich the lives of those who participate.

Division of Camps and Outdoor Programs

Camp Broadstone. In an effort to encourage learning and appreciation of the natural world through discovery and participation in firsthand encounters, Appalachian State University provides the facilities and resources of Camp Broadstone to groups seeking outdoor learning experiences during the fall, winter and spring. The 53 acre camp is located in Valle Crucis alongside the Watauga River, only six miles from the main campus. The camp facilities provide year-round housing for 70 people and a multipurpose dining hall capable of feeding 150. During the summer months the camp operates a six-week enrichment program for gifted and talented children.

The university encourages the use of the camp by students, faculty, staff, community and civic groups, and constituents of the university's service region.

For information, contact the Director of Camp Broadstone, Route 1, Box 447, Banner Elk, NC 28604. Phone (704) 963-4640.

The Office of University Camp Programs. The Office of University Camp Programs coordinates on-campus summer educational and recreational camping experiences for youth.

The educational programs include enrichment camps, retreats, seminars and conferences. The recreational programs include summer camps in such sports as basketball, football, soccer, wrestling, field hockey, baseball and cheerleading clinics.

The university encourages the use of its facilities during the summer months by groups that are interested in providing educational and/or recreational camps, clinics, workshops, retreats, conferences and seminars.

For information, contact the Director of the Division of Camps and Outdoor Programs, Appalachian State University, Boone, NC 28608. Phone (704) 262-3045.

The Office of Wilderness Experiences. This office is a support service which sponsors and equips experiential components of academic courses that can justify an outdoor dimension to their curriculum. The office also offers organized outdoor living/learning experiences to groups of interested faculty, staff and students. These programs include experienced guides and all equipment necessary. Equipment is also available to individual faculty, staff and students on a short-term check-out basis.

Through the Office of Wilderness Experiences and the General College, ASU offers four semester hours (graduate or undergraduate) credit for completion of US 4559, Wilderness Education Practicum, or completion of a 24-day program at one of several Outward Bound Schools in the United States and abroad.

For further information, contact the Office of Wilderness Experiences, Appalachian State University, Boone, NC 28608. Phone (704) 262-4077 or 262-3045.

Student Internship Program

The program provides service-learning experiences outside the regular classroom situation. The program relates academically obtained skills in many areas to existing regional problems. The program also provides a source of educated manpower to regional offices and agencies and provides students with the opportunity to serve these agencies and at the same time enhances educational perspectives. Internships have proven a stepping stone to jobs after graduation, as they provide students with job opportunities and contacts. The student internship program involves approximately 600 students in service-learning experiences every year. Students are placed in every region of North Carolina and into a wide variety of professional settings.

Division of Community Services

The division acts as a liaison between the region served and all colleges, divisions, and departments of the university in delivering educational services in a field-based setting and in acting in consortial arrangements with other institutions or agencies in service-oriented projects.

These educational services are offered on an as-needed basis throughout ASU's service region. This service includes the delivery of courses/programs in an off-campus setting at a time and location which provides ease of access for non-traditional students interested in continuing their education.

Two basic credit delivery approaches are employed by Appalachian State University in providing these educational services:

1. The individual course delivery approach has traditionally been offered as a basic means of delivering graduate credit away from the ASU campus. Prior to registration for each semester a schedule of individual course offerings is mailed to some nine thousand individuals, schools, and related agencies. This schedule provides information regarding location, time, and dates of all individual courses which will be offered during the upcoming term.
2. The cluster program is another means of delivering field-based course work. A cluster is a group of courses usually taken on a two-course-per-semester basis. A group of individuals with similar educational objectives will begin a cluster program as a group and continue through a complete degree program. Each cluster group is assigned an academic coordinator who serves as advisor to each student and is responsible for providing academic leadership to the cluster. By selecting the cluster format for graduate credit, the student is assured of a complete degree program, most of which is delivered in a location near his/her home. (All degree programs have a minimum requirement of ten semester hours of residency credit.)
3. Non-credit programs and workshops can be offered to the groups of individuals in ASU's service region. Examples of these types of programs are Common Literacy for Non-Computer Programmers, Alternative Careers for Teachers, Motivating People, Retirement Plans for the 25-50 Year Old, etc.

The ASU faculty provide instructional leadership and student advisement for credit in programs conducted through the Division. For further information, contact the director, Division of Community Services, Appalachian State University, Boone, NC 28608.

Appalachian Oral History Project

This is a multi-institutional program, established to collect and preserve the oral recollections of the citizens of the region. It is conducted also as a student experiential learning activity to foster a deeper understanding of the history and culture of the region. The collected information is catalogued and made available for scholarly research and to the general public.

For further information, contact the Director of the Appalachian Oral History Project, Appalachian State University, Boone, NC 28608, or phone (704) 262-2095.

Public Exhibits Program

The Public Exhibits Program is a student experiential learning project which coordinates the design and construction of instructional displays. These exhibits, created for distribution to public buildings and schools in Watauga and surrounding counties and on the university campus, are of a general and regional interest, and are created to encourage a greater awareness and appreciation of the arts and sciences.

For further information, contact the Exhibits Program, College of Continuing Education, Appalachian State University, Boone, NC 28608, or phone (704) 262-4080.

The Appalachian Consortium, Inc.

The consortium is a multi-institutional organization devoted to the documentation, preservation and interpretation of the Appalachian heritage, the promotion of knowledge concerning the region and its people, and initiation of programs for regional cooperation and development. As a non-profit educational organization, the consortium brings the academic resources and knowledge of its members to bear on Appalachian problems and opportunities.

The Appalachian Consortium Press publishes and distributes a wide range of regional materials.

For additional information about the publications of the consortium or the programs of the organization, contact the Executive Director, Appalachian Consortium, Appalachian State University, Boone, N.C. 28607 or phone (704) 262-2064.

The Continuing Education Unit (CEU)

Appalachian State University awards the Continuing Education Unit (CEU) of credit. One Continuing Education Unit is defined as: 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Increasingly business, industry and professional associations, among others, are requiring their members to periodically return to school to maintain a high level of currency in their field. The CEU is a system designed to document this participation in non-credit courses. CEU records are maintained at the Center for Continuing Education. For further information contact the Director, Center for Continuing Education.

Admissions

The Dean of the Cratis D. Williams Graduate School is responsible for the admission of all graduate students. All students taking graduate courses, whether for master's or specialist's degrees or for certificate of advanced studies must make formal application to the Graduate School prior to enrolling in any graduate course work.

All applications and inquiries should be addressed to:

Joyce V. Lawrence, Dean
Cratis D. Williams Graduate School
Appalachian State University
Boone, North Carolina 28608

Application Procedures

All applicants for admission to the Graduate School must (1) submit a completed application with the \$15.00 non-refundable, non-deductible application processing fee, (2) arrange to have three letters of recommendation sent to the Graduate School, (3) submit official test scores, as required for the program selected, and (4) submit official transcripts of all previous academic work.

To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript. Transcripts to be official must be sent directly from the university or college, embossed with the school seal, to the Graduate School or come in a sealed envelope with the seal impression.

The completed application and all credentials should be received by the Graduate School not later than four weeks prior to the opening of the term for which admission is desired. All materials submitted, including transcripts, become the property of Appalachian State University and cannot be forwarded or returned.

Admission Requirements

All applicants for admission to the Graduate School must hold a baccalaureate degree from a college or university of recognized standing and must have an undergraduate background appropriate for graduate study proposed. Applicants intending to apply for a graduate certificate to work in public schools must hold, or be eligible to hold, a North Carolina A teaching certificate in the chosen field or the comparable certificate in another state. For prerequisites in academic fields, students should consult the department listings.

All applicants must submit scores from the Aptitude Section of the Graduate Record Examination or for those seeking admission to the College of Business the Graduate Management Admission Test. Students applying for admission to the Department of Psychology must also offer scores on the Advanced Examination of the Graduate Record Examination.

Each application must be approved by the department(s) in which the student proposes to major. The major department also may require and consider other information. The specific requirements for the various degree programs are described in the department listings.

Admission Status

Persons who apply for admission to the Graduate School, if accepted, may be admitted in one of several categories as described below. If a student does not enroll by the fall semester following admission to graduate study or does not complete degree requirements within ten years of being admitted, the admission expires.

Regular. Regular admission to the Graduate School is granted to students who meet the established requirements for entrance. Conditions, such as the completion of one or more additional undergraduate or graduate courses, may be specified.

Provisional. A student who lacks course prerequisites for admission, or who has deficiencies, but is otherwise admissible may enter on a provisional basis.

High Risk. A student who does not meet the minimum standards for admission but who is judged to have academic and professional potential may be admitted as a high risk student. As such, the student must maintain a 3.00 grade point average on at least eight hours of work during the first semester of residence in order to be eligible for admission to candidacy and to continue in graduate school.

Visiting. Graduate students enrolled in good standing at other recognized graduate schools may be permitted to register for a limited number of graduate credits upon approval by the Dean of the Graduate School.

Applicant. Students whose applications are incomplete may register as graduate students after consultation with the department chairperson. **No more than 12 hours of credit earned in this status may be applied toward a graduate degree, and that only upon approval by the student's advisory committee.** All applicants are expected to complete the admission process before twelve semester hours of credits are earned, and those in field-based programs should be admitted before or during their first semester of graduate study. Failure to complete the admission process during the initial semester may result in the inability of field-based students to register for a second semester of graduate study.

Certification Students. Students possessing certification and a master's degree in one area and seeking certification in another area need not apply for admission to Graduate School. However, all students seeking certification must be approved by the appropriate department and be accepted into the certification program. Students seeking certification may apply to graduate school at any time, but **not more than 12 hours of course work completed prior to admission may be counted toward the graduate degree, and that only upon approval by the student's advisory committee.**

Special Students. Students holding a baccalaureate degree and who are not working toward a graduate degree are permitted to take graduate courses only with the permission of the Dean of the Graduate School. Such courses will not be counted toward a graduate degree. Students taking courses for personal enrichment and North Carolina citizens over 65 who are registering for a tuition-free course are classified as special students, and therefore are subject to the appropriate regulations stated in the current General Bulletin of Appalachian State University.

Auditors. Regular fees are charged for auditing. A student may register as an auditor for a course with the consent of the instructor and the Dean of the Graduate School. Classes audited shall count as part of the student's load, but he or she will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance but may not participate in class discussions unless invited to do so. An auditor is not required to take tests and examinations. An auditor who finds it necessary to discontinue class attendance should formally drop the course.

Undergraduate Enrollment for Graduate Level Courses. Seniors with a grade point average of 3.00 or above may, with written permission from the course instructor, chairperson of the department offering the course, and the Graduate Dean, be permitted to take one or more graduate courses for **undergraduate** credit. Credit earned in this manner will be used to meet baccalaureate degree requirements and may not be applied toward a graduate degree.

Seniors with a grade point average of 3.00 or above desiring to enroll in graduate level courses for **graduate** credit to be applied to a graduate degree may do so provided they have: (1) made application for admission to the Graduate School; (2) made application to take the GRE or GMAT; and (3) obtained written permission from the course instructor, chairperson of the department offering the course, and the Graduate Dean.

International Students

Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible. For the fall semester, applications should be in the Office of the Dean of the Graduate School by April 1, and all supporting documents and credentials by May 15. Applicants whose native language is not English should have scores on the TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) sent early as Appalachian sends application forms only to those with a score of 500 or higher on the TOEFL.

In addition to the application form, application processing fee, test scores, letters of recommendation, and transcripts as specified for the program, international students must provide their own health insurance, and show evidence of financial ability to pursue graduate study.

Advanced payment of tuition and fees for the duration of a graduate program is one of the determinants of one's financial ability. International students receiving an assistantship must deposit \$1000, and students without an assistantship must deposit \$3000.

These deposits must be made prior to the issuing of a certificate of eligibility for entering the United States. Should a student not enroll at Appalachian State University, the deposit will be refunded.

International students are responsible for arranging their own housing and are required to pay out-of-state fees. Appalachian State University has no scholarship program for the support of foreign students.

Readmission

Students who have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to the Dean of the Graduate School. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credits earned at another institution, and time elapsed since leaving Appalachian.

Disposition of Application Documents. All documents submitted in support of applications become a part of the permanent records of the University and are not returnable. Documents submitted by applicants who do not enroll will be destroyed after two years.

Expenses and Financial Aid

As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations, however, place some restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as early as possible.

Appalachian admits students at the beginning of the fall, spring, and summer terms. Anyone wishing to apply to the Graduate School should write to the Dean of the Graduate School, Appalachian State University, Boone, NC 28608, for full information and application forms.

Expenses

Fees are charged by the semester and are due and payable in advance at the beginning of each semester in accordance with payment instructions issued prior to each semester. The fees payable each semester, as anticipated at the time of publication of this catalog, are listed below. With the approval of its governing bodies, the University reserves the right to make changes in these fees when circumstances require.

Semester Tuition and Fees. Charges include tuition and fees applied to student welfare and activities, registration, and other included fees.

Students who register for one up to and including seven hours are classified part-time for tuition. Students enrolled in an off-campus course conducted by the Division of Community Services are classified field-based for tuition.

	In-state	Out-of-state
Full-time graduate students	\$299.25 Total	\$1,159.25 Total
Part-time graduate students	15.00 per semester hr.	90.00 per semester hr.
Field-based graduate students	33.00 per semester hr.*	41.00 per semester hr.*

*Tuition may vary depending on the number of students enrolled.

Other Fees.

Textbooks. Graduate students purchase their textbooks.

Late payment of tuition and fees\$10.00

Music: Applied Music courses 18.00 per credit hour

(The maximum music fee per student is \$36.00 per semester)

Physical Education activity

Bowling per course8.00

Table tennis/billiards per course4.00

Skiing, ice skating and, from time to time, other class offerings use privately owned off-campus facilities. A charge is made by these facilities.

Student teaching and internships per semester hour 3.00

Examinations:

The Counseling and Psychological Services Center administers the National Teacher Examinations, Miller Analogies Test, Graduate Record Examination, The Graduate Management Admission Test, the Law School Admission Test, and other examinations charging fees, when applicable, in accordance with the schedule of fees maintained in the Center.

SPECIAL NOTE. Before taking final examinations at the close of each semester, a student is expected to settle all accounts. A student may not register for a new semester until all charges have been settled. A student cannot receive a degree, certificate, or transcript of credits until all accounts, except current, and loans have been paid.

Refund of Tuition and Fees. If a student formally withdraws from the University, refund will be made in accordance with the following schedule:

Before close of the registration period:

60 percent of tuition, fees, and room rent.

Within two weeks after close of registration period:

40 percent of tuition, fees, and room rent.

Within four weeks after close of registration period:

20 percent of tuition, fees, and room rent.

Withdrawal at any time will entitle the student to a refund for unused mealbooks, if applicable.

Refund calculation will be based upon the date of official withdrawal from the University. Graduate students should apply to the Dean of the Graduate School who determines the date of withdrawal.

Students who have prepaid tuition and fees but who have not completed registration for classes will be due a full refund if they have been determined to be academically ineligible to complete registration. Students not completing registration for other reasons will be due a full refund less any advance deposits made toward tuition, fees, and housing. Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund.

If full-time students reduce their academic loads to part-time before close of the registration period or if part-time students reduce their academic loads before close of the registration period, 60 percent of the difference between charges for the original and revised academic loads will be refunded upon application.

Residence Classification for Tuition Purposes. The tuition charge for students classified as "out-of-state" for tuition purposes is higher than for students classified as "in-state" for tuition purposes.

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University regulations concerning residence classification are predicated on North Carolina law on this subject, as follows:

Provisions for determining resident status for tuition purposes.

- (a) As defined under this section:
 - (1) A “legal resident” or “resident” is a person who qualifies as a domiciliary of North Carolina; a “non-resident” is a person who does not qualify as a domiciliary of North Carolina.
 - (2) A “resident for tuition purposes” is a person who qualifies for the in-state tuition rate; a “non-resident for tuition purposes” is a person who does not qualify for the in-state tuition rate.
 - (3) “Institution of higher education” means any of the constituent institutions of The University of North Carolina and the community colleges and technical institutes under the jurisdiction of the North Carolina State Board of Education.
- (b) To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.
- (c) To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for the purposes of maintaining a *bona fide* domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution or higher education.
- (d) An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-state tuition rate.
- (e) When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be *prima facie* evidence of the individual’s legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be *prima facie* evidence of the individual’s legal residence if the individual has lived in this State the five consecutive years prior to enrolling or re-registering at the institution of higher education at which resident status for tuition purposes is sought.
- (f) In making domiciliary determinations related to the classification of persons as residents or non-residents for tuition purposes, the domicile of a married person, ir-

respective of sex, shall be determined, as in the case of an unmarried person, by reference to all relevant evidence of domiciliary intent. For purposes of this section:

- (1) No person shall be precluded, solely by reason of marriage to a person domiciled outside North Carolina from establishing or maintaining legal residence in North Carolina and subsequently qualifying or continuing to qualify as a resident for tuition purposes;
- (2) No person shall be deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina and subsequently to have qualified or continued to qualify as a residence for tuition purposes;
- (3) In determining the domicile of a married person, irrespective of sex, the fact of marriage and the place of domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.

(g) Any non-resident person, irrespective of sex, who marries a legal resident of this State or marries one who later becomes a legal resident, may, upon becoming a legal resident of this State, accede to the benefit of the spouse's immediately precedent duration as a legal resident for purposes of satisfying the 12-month durational requirements of this section.

(h) No person shall lose his or her resident status for tuition purposes solely by reason of serving in the armed services outside this State.

(i) A person who, having acquired *bona fide* legal residence in North Carolina, has been classified as a resident for tuition purposes but who, while enrolled in a State institution of higher education, loses North Carolina legal residence, shall continue to enjoy the in-state tuition rate for a statutory grace period. This grace period shall be measured from the date on which the culminating circumstances arose that caused loss of legal residence and shall continue for 12 months; provided, that a resident's marriage to a person domiciled outside of North Carolina shall not be deemed a culminating circumstance even when said resident's spouse continues to be domiciled outside of North Carolina; and provided, further, that if the 12-month period ends during a semester or academic term in which such a former resident is enrolled at a State institution of higher education, such grace period shall extend, in addition, to the end of that semester or academic term.

(j) Notwithstanding the *prima facie* evidence of legal residence of an individual derived pursuant to subsection (c), notwithstanding the presumptions of the legal residence of a minor established by common law, and notwithstanding the authority of a judicially determined custody award of a minor, for purposes of this section, the legal residence of a minor whose parents are divorced, separated, or otherwise living apart shall be deemed to be North Carolina for the time period relative to which either parent is entitled to claim and does in fact claim the minor as a dependent pursuant to the North Carolina individual income tax provisions of G.S. 105-149(a)(5). The provisions of this subsection shall pertain only to a minor who is claimed as a dependent by a North Carolina legal resident.

(k) Notwithstanding other provisions of this section, a minor who satisfies the following

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conditions immediately prior to commencement of an enrolled term at an institution of higher education, shall be accorded resident tuition status for that term:

- (1) the minor has lived for five or more consecutive years continuing to such term in North Carolina in the home of an adult relative, other than a parent, domiciled in this State; and
- (2) the adult relative has functioned during those years as a de facto guardian of the minor and exercised day-to-day care, supervision, and control of the minor.

A person who immediately prior to his or her eighteenth birthday qualified for or was accorded resident status for tuition purposes pursuant to this subsection shall be deemed upon achieving majority to be a legal resident of North Carolina of at least 12 months duration; provided, that the legal residence of such an adult person shall be deemed to continue in North Carolina only so long as the person does not abandon legal residence in this State.

University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in detail in *A Manual To Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Each enrolled student is responsible for knowing the contents of this *Manual*, which is the controlling administrative statement of policy on the subject. Copies of the *Manual* are available for review on request at the residence classification offices which are the Admission Office for undergraduate students and the Graduate School Office for graduate students. Copies are also available in the Library, the Student Union, the offices of the deans of colleges and principal administrative offices, including the Business Affairs and Student Affairs Offices.

Student Welfare and Activities. Student fees support such services and activities as health care, student government, concerts and lectures, popular programs, forensics, dramatics, intramurals, student publications, attendance at all athletic events on campus, and transcript fees.

Senior Citizens. In 1975, the North Carolina General Assembly passed a law permitting North Carolina residents, 65 years of age and over, to take courses tuition free if space is available.

Student Financial Aid

More than half of Appalachian's students receive financial aid. This includes federal work-study programs, various loan programs, and several types of scholarships. Resources available to students through the Office of Student Financial Aid are limited, but financial assistance is within reach of almost every student who can show average academic achievement and definite financial need.

Students unable to meet university expenses without assistance should determine the approximate amount needed per semester and seek information from the Director of Student Financial Aid.

Aid applications for the following academic year must be received in the Student Financial Aid Office by March 15 in order to receive full consideration. The institution's application for financial aid, plus a need analysis report, which is the result of the student and/or parents' submission of the "Financial Aid Form" to College Scholarship Service, or the "Family Financial Statement" to American College Testing Service, is required to be filed. The need analysis form should be submitted at least one month before the deadline to allow for the processing time.

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit coursework, and demonstrate financial need.

Financial Aid for Graduate Students. Graduate assistantships involving teaching, research, or service to the University are available in most departments for the regular session. Half-time assistants will devote 20 hours a week to instruction or other service to the University, and third-time or quarter-time assistants give proportionately less time to their assistantships. Assistants receive academic-year stipends of \$1,200 - \$4,500 and are permitted to carry an academic load of six, nine, or twelve semester hours depending upon the classification of the assistantship. The average single assistantship carries a stipend of \$2,500. Appalachian offers only a limited number of graduate assistantships for the summer session, with stipends ranging from \$100 to \$800 for each term.

Presently E.R. Lovill Fellowships of \$3000 each and Graduate Alumni Scholarships of \$1500 each are available. Applicants should apply to the Graduate School stating their academic backgrounds, plans, and financial needs. Candidates should possess a 3.25 average on undergraduate work to qualify.

For a listing of scholarships administered by departments, see the listing in the general bulletin.

Forty work-study assistantships paying up to \$1000 for the academic year and \$400 for the summer are made available to qualified applicants through the Economic Opportunity Act. Students interested in a work-study assistantship are advised to write to the Director of Student Financial Aid, Appalachian State University, before April 15, for both the summer school and the succeeding academic year.

Anyone wishing to apply for an assistantship should write the Dean of the Graduate School for application forms and return them properly filled out, and should submit complete transcripts of all college work not later than July 1. Applications for assistantships, fellowships, and work-study assistantships are considered only after applicants have been approved for admission to the Graduate School.

Information to Veterans. The university is approved for training of veterans under the U.S. Veterans' Administration regular GI Bill (Chapter 34, Title 38 U.S. Code), VA

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Vocational Rehabilitation for disabled veterans (Chapter 31) and schooling for the children, wives and widows of deceased or disabled veterans (Chapter 35).

Also, the children of disabled or deceased veterans may receive payment of tuition, room, meals and other university fees under a scholarship administered by the North Carolina Veteran's Commission.

Persons who want to receive VA educational benefits under chapters 34, 31, or 35 should process application forms at least 45 days prior to enrollment in order to receive sufficient benefits before registration to defray tuition and fees. After enrollment, VA benefits come on a monthly basis. Forms and information are available at the ASU Financial Aid Office or at the Veteran's Affairs Office, ASU, Boone, NC 28608.

Children of disabled or deceased veterans may inquire about the North Carolina scholarships by writing the N.C. Division of Veteran's Affairs, Raleigh, NC.

Student Employment Programs. Student employment programs are maintained to help students pay university expenses while attending classes full time. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library, and the food services.

The student employment programs consist of the Student Temporary Self-Help Program and the College Work-Study Program (Title I, EOA). A student returning to school for the summer session only is not eligible to work under this program.

In addition, a Student Employment Service has been established to list off-campus work opportunities and some on-campus placements. The service is located in the Student Union.

Generally, students may work up to 15 hours per week in university-operated work programs. Work schedules will be arranged by the student and work supervisor with the understanding that class schedules have first priority.

Student Loan Programs. Detailed information concerning student loan programs may be obtained from the Director of Student Financial Aid. Available loan programs are as follows:

- The College Foundation, Inc. (for NC residents)
- The National Direct Student Loan Program
- Guaranteed Loan Program (for out-of-state students)

University Student Loan Fund. Appalachian has been given funds over the years to use as educational loans for students. When students borrow money from one of the funds, they sign a promissory note and make arrangements for repayment satisfactory to the Controller's Office. The funds are available for emergency situations and carry a short repayment period.

Grants in Aid and Special Talent Awards. In recognition of students with special talents, the university provides, primarily for undergraduates, grants in fields of activity such as dramatics, art, forensics, industrial arts, music, and athletics. If you feel that you might qualify for one of these awards, write to the appropriate department chairperson for information.

Degree Requirements

Degree requirements are listed showing the minimum for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take course work above the minimum. For specific information about programs and requirements, direct correspondence to the Graduate Student Advisor of the particular department.

Summary of Procedures for Graduate Degree Students

Successive Steps	Time
1. Application for admission to Graduate School.	1. At least one month prior to student's first registration.
2. GRE, or GMAT. The GMAT is required for graduate programs in the College of Business. The GRE advanced examination is also required for students in psychology.	2. Concurrent with admission to graduate school.
3. Scores for the NTE for those seeking initial teacher certification at the graduate level.	3. During the first semester of graduate work.
4. Consultation with departmental advisor.	4. During registration and about two weeks later.
5. File with the departmental advisor three copies of the application for candidacy and the program of study leading to the degree.	5. Prior to the close of the first semester or the term in which the first eight semester hours of graduate work will be completed.
6. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office. If an internship is involved, internship fees of \$3.00 per hour must be paid before clearance is given. Obtain necessary forms and instructions from the Graduate Office.	6. <i>File application for degree by end of the first week of final semester.</i>
7. Comprehensive examination.	7. During last semester and at least 14 calendar days before graduation.
8. Completion and defense of thesis.	8. Completed at least one month prior to date set for defense of thesis. Thesis must be defended prior to seven days before graduation.

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| 9. Filing of unbound copies of thesis and abstracts in the university library. | 9. Immediately after approval of thesis committee and acceptance by the Dean of Graduate School. |
| 10. Conferring of degree. | 10. May or August commencement. |

Advisors. Students admitted to a program of graduate study at Appalachian State University are assigned an academic advisor or advisory committee from the department or curriculum program in which the students plan to complete the major portion of their work. Students are expected to meet with their advisors during the first term on campus for the purpose of developing their programs. Changes in this program may be made only with the approval of the advisor and the Dean of the Graduate School. Course work taken without the approval of the advisor will not automatically be applicable towards the degree.

Student Responsibility. Graduate students are entrusted with the responsibility for their own progress. They keep an up-to-date record of the courses taken in their proposed programs and check periodically with their advisors. Responsibility for errors in their programs or in meeting requirements rests entirely with the students.

Admission to Candidacy

Admission to graduate study does not carry with it admission to candidacy for the graduate degree. Admission to candidacy requires one semester of graduate study in the University.

1. Admission to candidacy is contingent upon the recommendation of the applicant's advisory committee. If the candidate's advisor and committee cannot approve the student's application for admission to candidacy after the student has completed 8 to 12 semester hours, the student may not be permitted to register for further coursework leading to a graduate degree. If the student is permitted to continue, the advisor will inform the student in writing of the reasons for not recommending the student for candidacy. If the student does not qualify for candidacy before the completion of 18 hours, the student will not normally be permitted to continue as a degree student.
2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory and creditable work at the graduate level. A student must have at least a 3.00 average at the time the application for candidacy is presented.
3. Students shall file with their advisor a program of study and an application for admission to candidacy before the end of the semester in which they will complete eight semester hours of graduate credit at Appalachian. Forms for this purpose may be obtained either from the advisor or from the Office of the Dean of the Graduate School. The application is presented to the Graduate School by the advisor immediately upon approval by the advisory committee, and at that time students shall have completed the research course, if required in their major field.

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4. The student may, in certain circumstances, be permitted to construct a program of study which will lead to the completion of more than one major under the same graduate degree. The advisors and advisory committee, to be appointed by the chairperson(s) of the department(s) offering the majors, will be composed of graduate faculty members from each of the majors involved to insure that the student's program of study fully meets all of the requirements in each of the majors. The student should be aware that more than the minimum number of hours may be required to complete such a program, and that a comprehensive examination will be administered for each of the majors involved.
5. Applicants planning to pursue a North Carolina State Department of Public Instruction certification program are required to present a minimum of 18 semester hours of undergraduate credit in public school education and related courses. The applicant's academic field shall be based upon a prerequisite of an undergraduate major in that field.
6. The program of study will indicate the specific language proficiency (French or German) for students in English and history, and the specific proficiency (French, German, statistics, or computer science) for students in Appalachian Studies, economics, geography, mathematics, political science, psychology, and sociology. (See also the section following on language requirements.)
7. After the student has been admitted to candidacy, the program of study must be followed unless a change is approved by the advisor and the Dean of the Graduate School.

Requirements For Graduation

The degree of Master of Arts, Master of Business Administration, Master of Science, Specialist in Education, Specialist in Science, or Certificate of Advanced Study may be conferred upon a student who has successfully completed the program of work.

Master of Arts Degree

Except in M.S. programs in biology and chemistry and nonteaching M.A. programs in Appalachian Studies, English, geography, history, psychology, and the teaching M.A. programs in chemistry, the candidate may, with the approval of the advisor and the Graduate Council, elect not to write a thesis. Hence, either of two programs for a master's degree may be followed:

THESIS PROGRAM

1. Twenty-six acceptable semester hours of graduate course work, exclusive of the thesis, 22 of which must be completed in residence at Appalachian. At least 22 semester hours, including the thesis, must be completed within the major. In the College of Business, the M.S. in Accounting requires 24 semester hours plus thesis, and other College of Business masters programs require 30 semester hours plus thesis, in

contrast to the 26 hours required in all nonbusiness programs. For varying requirements in the Department of Counselor Education and Research, see that section of this bulletin.

2. A minimum residence of one academic year or its summer equivalent.
3. A thesis in the major field of interest, for which the candidate shall register for credit not exceeding four semester hours (six hours in the College of Business).
4. All graduate credit offered for the degree must have been earned within a limit of six calendar years, or if earned within a limit of 10 years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
5. Not more than 10 semester hours (12 semester hours for the M.S. in Accounting) offered toward the degree may be credit earned in courses with catalog numbers below 5000.
6. Grades on course work may not average lower than 3.00. No graduate course with a grade of F will be credited toward the degree.
7. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-half of the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree. This examination is evaluated by at least three members of the graduate faculty, all of whom sign the report forwarded to the Dean of the Graduate School.

At least four weeks before a student is scheduled to defend the thesis before the examining committee, the candidate must submit a preliminary copy to each committee member. Within 10 days other members of the committee shall return the thesis to the chairperson of the thesis committee with written criticism and statements of conditional or tentative approval. Prior to seven calendar days before expecting to receive the degree, the candidate will defend the thesis in an oral examination by the thesis committee.

Immediately after the approval by the thesis examining committee, the department chairperson, and the Dean of the Graduate School, five copies of the thesis must be filed in the university library, together with the costs of having them bound.

Five copies of the approval sheet with original signatures must be prepared by the student. One copy is bound with each copy of the thesis.

Five copies of an abstract of the thesis must be filed with the thesis after the abstract has been approved by the chairperson of the thesis committee.

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The abstract, not to exceed two typewritten pages, shall give the problem, the procedure, and the conclusions reached in the thesis.

Thesis:

The subject of the thesis must be within the major field. The thesis should show:

1. Ability of the candidate to work independently on an approved problem.
2. A reasonably wide familiarity with the literature of the field of specialization.
3. A practical working knowledge of research methods.
4. Conclusions supported by data.

The student must have presented a prospectus to the thesis advisor and received approval of the proposed topic before being permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute the thesis committee. The department chairperson may appoint any member of the department graduate faculty to act as chairperson of the thesis committee and to supervise the writing of the thesis.

The latest edition of the style manual accepted in the discipline is the approved guide for form of theses. With the approval of the Dean of the Graduate School and the thesis committee, the form may be varied to meet the requirements of the discipline in which the thesis is being written.

NON-THESIS PROGRAM

1. Thirty-six acceptable semester hours of graduate course work, 28 of which must be completed in residence at Appalachian. At least 24 semester hours must be completed within the major. A candidate may, with the permission of the advisor and the approval of the Graduate School, offer up to eight semester hours of graduate credit from another graduate school or eight semester hours of graduate field-based credit from Appalachian or a combination of up to eight semester hours, but in no case may the residence at Appalachian be less than one academic year. See the section on the Department of Counselor Education and Research for varying requirements.

For students pursuing the M.S. in Accounting 30 acceptable semester hours of graduate course work, 24 of which must be completed in residence at Appalachian.

2. All graduate credit offered toward the degree must have been earned within a limit of six calendar years, or, if earned within a limit of 10 years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
3. Not more than 12 semester hours offered toward the degree may be credit earned in courses with catalog numbers below 5000.
4. Grades on course work may not average lower than 3.00. No graduate course with a grade of F will be credited toward the master's degree.

5. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree. This examination is evaluated by at least three members of the graduate faculty, all of whom sign the report forwarded to the Dean of the Graduate School.

Language Requirements. Candidates for the academic Master of Arts degree will be expected to demonstrate proficiency in either a foreign language or statistics and/or computer science.

(1) In English, a reading knowledge of a foreign language, normally French or German. A language other than one normally required may be substituted with the approval of the student's advisor and the Dean of the Graduate School. Two years of successful college study in a language will meet the requirements. One who has not completed two years of college credit must take a language examination.

The student should apply for the language examination directly to the chairperson of the Department of Foreign Languages not later than three weeks before the date the examination is scheduled. The chairperson of the Department of Foreign Languages, after reviewing the student's examination paper, will submit to the Dean of the Graduate School a report of the student's performance. The Dean of the Graduate School will inform the student and the student's advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before being permitted to file an application for a master's degree.

(2) In Appalachian studies, demonstrated competence in statistics and/or computer science, subject to the approval by the student's advisor.

(3) In economics, ECO 5250 satisfies the proficiency requirement.

(4) In geography, a minor in statistics or computer science.

(5) In history, a reading knowledge of a foreign language, or demonstrated proficiency in statistics and computer science as a research tool, subject to departmental approval.

(6) In mathematics, demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.

(7) In political science, demonstrated proficiency in statistics and computer science as a research tool, subject to departmental approval.

(8) In psychology, demonstrated competence in statistics and/or computer science.

(9) In sociology, demonstrated competence in statistics and/or computer science, subject to departmental approval.

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Graduate Minors. A graduate (MA) minor consists of 8-12 semester hours selected from courses numbered 4500 and above in certain approved subjects. Those areas which offer approved minors are: Appalachian Studies; Community Education; Junior College Teaching (if 8-12 semester hours are taken); English; French; Higher Education, Administration; Higher Education, Adult Education; Higher Education, Developmental Studies; Higher Education, Teaching; History; Philosophy and Religion; Physics; Secondary Education; Sociology; and Spanish.

Master of Science Degree

The Master of Science degree is offered with majors in accounting, biology, and chemistry. Requirements for this degree, essentially the same as for the academic Master of Arts degree, include:

1. A thesis (optional for accounting majors).
2. A reading knowledge of German, French, or Russian (not required for accounting majors).
3. An orientation examination during the first two weeks of the program (not required for accounting majors).
4. A comprehensive examination.
5. An oral defense of the thesis.

The student is responsible for meeting regulations and other minimum degree requirements as set up by the Graduate School for graduate study.

Master of Business Administration

The Master of Business Administration program provides a curriculum offering professional training for executive positions in business, industry, and government. The degree also prepares students for doctoral study leading to careers in teaching and research. The program is both for those who hold baccalaureate degrees in business and for those who have earned degrees in other disciplines. The student is responsible for meeting general regulations and minimum degree requirements as set up by the Graduate School for graduate study. For students with satisfactory undergraduate preparation in business, the MBA program consists of a minimum of 36 semester hours of advanced course work. For students without adequate undergraduate preparation, prerequisite courses must be completed.

Second Master's Degree

A student holding a master's degree may earn a second master's degree in another discipline, following the same admission procedures as stated for the master's degree. During the first semester of study for a second master's, students plan with their advisors a program of study to include 30 semester hours which may or may not include a thesis for four hours of credit. If a thesis is included, at least 26 semester hours of the work

must be completed at Appalachian. If a thesis is not written, the student may include up to eight semester hours of graduate work not more than six years old from another approved graduate school or eight semester hours of field-based work completed through Appalachian. An application for candidacy must be filed during the first semester and a comprehensive examination will be taken near the close of the last semester of the program.

The Specialist's Degree

The specialist's degree is intermediate between the master's and the doctoral degree. Admission to the specialist's degree program is based upon the applicant's holding a master's degree from an accredited institution. Regulations and procedures governing the master's degree also apply to the specialist's degree. Eight semester hours taken beyond the master's degree at an approved institution may be transferred. Course requirements range from 30 to 36 semester hours of graduate work beyond the master's degree. For varying requirements in the Department of Counselor Education and Research, see that section of this bulletin.

Certificate of Advanced Study

Upon completion of the requirements in the joint program in School Psychology, a student earns both a Master of Arts degree and a Certificate of Advanced Study. This 60-66 semester hour program is administered jointly by the departments of psychology and counselor education and research. Regulations and procedures governing the Master's degree also apply to the certificate of advanced study.

Field-Based Option

Designed primarily for other than full-time students, the field-based master's or specialist's degree programs provide the opportunity for students to extend or update their academic credentials with only short, conveniently scheduled, on-campus experiences. Except for 10 hours of resident credit, students attend classes in communities that have requested such programs or pursue individual courses. In either case, the student is responsible for meeting regulations and degree requirements as set up by the Graduate School for graduate study with the exception of resident credit.

Application for the Degree

The graduate student must file with the Dean of the Graduate School an application for the master's or specialist's degree the first week of the final registration period. The application form may be secured from the Graduate Office. If qualified to apply for a certificate to teach in North Carolina, the candidate may also file an application for a certificate. This form, too, may be secured from the Graduate Office.

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All students must be admitted to Graduate School at least three months before the date of anticipated graduation. Students may not file for a degree during the term in which they are admitted.

Commencement

Candidates for graduate degrees are expected to be present at any commencement to receive the degree in person. Candidates may graduate in absentia by filing a notification with the Graduate School.

Academic Regulations

The Instructional Program

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. In addition to the course offerings listed under each instructional department, students who have been admitted to candidacy for a degree may elect to do independent study under the direction of selected faculty members, or to participate in an internship. Detailed information on each of these options is given in appropriate sections of this catalog.

A new catalog is issued annually; and, while course offerings are fairly continuous from year to year, the faculty reserves the right to make changes in both curricula and regulations. The information in any given catalog is, therefore, usually valid only for the year of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the university catalog for current information about the instructional program.

Any changes in either curricula or regulations do not, however, affect a student already enrolled in a degree program. Subject to the qualifications given above in the immediately preceding paragraph, all students may, and usually do, elect to graduate in accordance with the academic regulations in force during the time of their first registration at Appalachian, provided that they graduate within six years of date of entry. All students may, however, elect to graduate under any catalog issued after entry into the University and prior to graduation provided they were enrolled in the University during the time when the catalog was in effect. Students electing to graduate under a new catalog must meet all requirements of the catalog under which they wish to graduate subject, again, to all qualifications given in the immediately preceding paragraph. Students who do not declare a major at the time of their entrance may graduate under the requirements of the catalog in force at the time of their entrance, if they finish within six years of their first enrollment. In order to change the catalog under which they intend to graduate, graduate students notify the office of the Dean of the Graduate School.

The Board of Governors of The University of North Carolina is the governing body of Appalachian State University. The powers of the chancellor and the faculty are delegated by the board.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the University. In the interest of all its students, Appalachian reserves the right to decline admissions, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

Standards of Scholarship. In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and

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responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

State statutes concerning standards of scholarship are as follows:

14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.

(a) It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to take an examination.

(b) Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c. 781; 1969, c. 1224, s. 7.)

Course and Grade Policies

Course numbering. Courses designated in this catalog as 5000 and above are limited to graduate students only. Courses designated 4500 to 5000 may be taken by undergraduate and graduate students. Occasionally, graduate students may be permitted to include in their programs courses with numbers between 3000 and 4500 provided the courses are approved by their advisors and a special form is filled out and signed at the time the students register for their courses. Graduate students should be aware that a certain number of hours are required at the 5000 level or above, according to the program of study pursued.

The figure in parenthesis after the course title tells the credit in semester hours; for example, the figure (3) means three semester hours. Semesters of the year in which the course is offered are represented by symbols: "F" for fall, "S" for spring; "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and semesters of the year in which the course is offered indicates that the course extends through more than one semester and that the preceding semester must be completed before the following semester can be taken.

The comma in the course number, credit, and semesters indicates that the course is continuous but that one semester may be taken independently of another.

The semicolon in the semesters offered indicates that the course is a one-semester

course and is repeated in a subsequent semester. If the course is a two-semester sequence, the semicolon in the semester offered indicates that all courses listed are normally taught in the semesters indicated. Special requirements for admission to a course are stated after the word *prerequisite*.

In stating departmental prerequisites, the following list of standard abbreviations will be used:

Accounting	ACC	Geology	GLY
Administration, Supervision and Higher Education	AH	German	GER
Anthropology	ANT	Health Education	HED
Appalachian Studies	AS	History	HIS
Art	ART	Home Economics	HEC
Biology	BIO	Industrial Ed. & Technology	IET
Business Education and Office Administration	BE	Latin	LAT
Chemistry	CHE	Library and Media Studies	LM
Communication Arts	CMA	Management	MGT
Community Planning & Geography	PLN/GHY	Marketing	MKT
Computer Science	CS	Mathematics	MAT
Counselor Education and Research	CR	Military Science	MS
Criminal Justice	CJ	Music	MUS
Driver and Traffic Safety Education	TSE	Philosophy & Religion	P&R
Economics	ECO	Physical Education	PE
Elementary Education	EE	Physical Science	PHS
English	ENG	Physics & Astronomy	PHY
Finance, Insurance & Real Estate	FIR	Planning	PLN
Foreign Languages	FL	Political Science	PS
French	FRE	Psychology	PSY
General Honors	GH	Reading Education	RE
General Science	GS	Recreation	REC
		Secondary Education	SE
		Sociology	SOC
		Special Education	SPE
		Spanish	SNH
		Speech Pathology and Audiology	SPA
		Statistics	STT
		University Studies	US

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Course loads. The maximum course load during the regular academic year is 15 hours per semester for students without assistantships, and 9-12 hours for those holding assistantships. For the summer session the course load is six semester hours for a four-week term, nine for a six-week term, and two for a two-week term. Graduate students may not earn more than 12 hours for the entire summer.

For full-time resident credit, students must be registered for a minimum of nine semester hours.

Registration. Graduate students register at the time specified on the University calendar. Registration material is provided by the Office of the Registrar. A fee will be charged for late registration, with the exemption of independent and individual study.

Appalachian schedules Saturday, late afternoon, and evening classes on campus during the fall, spring, and summer sessions. Registration for these courses may be made at regular registration times or at the first class meeting. Hours of registration are listed in each term's printed schedule.

Class attendance. Graduate students are expected to be responsible for regular class attendance. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of the Graduate School may be excluded from a course, a final examination, or a graduate program.

Change of course. There will be a five-week free drop period from the beginning of classes. The cut-off date for the free drop period will be announced by the Registrar in the Schedule of Classes Bulletin each semester. AFTER THIS DATE NO DROPS WILL BE ALLOWED EXCEPT FOR EXCEPTIONAL CIRCUMSTANCES AND WITH THE SIGNATURES OF THE INSTRUCTOR, CHAIRPERSON, AND DEAN.

Any drops approved for exceptional circumstances will not be used in computing the grade point average and will not be recorded on the permanent record.

Prior to the close of registration a course may be dropped by completing a drop form at the Registrar's Office. If the course and section being dropped are not printed on the student schedule card, the student must present the duplicate copy of the drop-add form showing original registration for the course.

In order to drop a course after registration closes, the signature of the instructor is required for record-keeping purposes only. A special form for this purpose is available in the departmental offices and in the Registrar's Office. After being signed by the instructor, the student must bring the form to the Registrar's Office where the regular drop form will be completed and the Registrar's signature will be added.

Any student may officially drop a course or change from credit to audit within the five week period after the beginning of classes without indicating passing for failing. No grade points or hours are counted for an official drop during this period.

Courses not officially dropped by the student at the Registrar's Office are recorded as F's, and the hours are counted in computing the grade point average.

Withdrawal. A graduate student who wishes to withdraw from Graduate School must make arrangements with the Dean of the Graduate School prior to withdrawal. Students who withdraw because of illness or extreme emergency after the five week

free drop period will receive grades of W. Students who withdraw for reasons other than illness or extreme emergency will receive grades of F.

Suspension and dismissal. Appalachian reserves the right to exclude at any time a graduate student whose conduct is deemed improper or prejudicial to the best interest of the University.

Graduate students who fail to maintain a cumulative grade average of at least 3.00 may not be permitted to reregister as degree candidates without the written recommendation of the advisor and the approval of the Dean of the Graduate School. Normally, degree candidacy is discontinued for the student who has received as many as four grades of C, and if a graduate student receives a grade of F the student may not continue in graduate school unless the advisor submits in writing an acceptable recommendation to the Dean of the Graduate School. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of F may not continue toward the graduate degree under any circumstances.

Grades. At the end of grading periods, grades are given in each course by letters which indicate the quality of work done by the student.

A	Superior graduate accomplishment, 4 grade points per semester hour
A-	3.7 grade points per semester hour.
B+	3.3 grade points per semester hour.
B	Average graduate accomplishment, 3 grade points per semester hour.
B-	2.7 grade points per semester hour.
C+	2.3 grade points per semester hour.
C	Below average but passing, 2 grade points per semester hour.
C-	1.7 grade points per semester hour.
F	Failing grade.
I	Incomplete, given because a student has not completed the quantitative requirements of a course due to sickness or some other unavoidable cause. An I becomes an F if not removed within the time designated by the instructor, not to exceed a year, except that all incompletes must be removed at the time of graduation.
W	Withdrawal, either from a course or from the University.
WF	Withdrew Failing, course dropped with failing grades more than five weeks after registration closes.
WU	Withdrew unsatisfactory.
Y	Auditing.
S	Satisfactory, given for a practicum and a thesis and other designated courses.
U	Unsatisfactory, given for a practicum and a thesis and other designated courses.

All official drops and withdrawals are recorded on change cards, which, when completed and approved, must be filed in the Registrar's Office.

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Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of F. Course work reported "Incomplete" must be completed within a year of the official ending of the course. Any extension at this period must be approved by the Graduate School. The grade of D is not given in Graduate School. A grade of F is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Dean of the Graduate School.

Repeat rule. All work taken at the graduate level for which a grade is earned will be computed in the grade point average. If a change in departments results in the student's inability to obtain the 3.00 minimum average required for graduation, course work taken outside the department and outside the program of study may be excluded from the computation of the GPA required in the new program of study upon the request of the graduate advisor.

No more than one graduate course may be repeated for a higher grade, and that once only. The hours earned will be counted only once. The original grade will appear on the transcript thus, for example; (C) R, indicating that the student took the course and received a C, which was removed from the GPA upon completion of the course for a higher grade.

Changing grades. Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of error in reporting or recording. Any change made must also be reported to the Dean of the Graduate School.

Changing majors. Students who have been approved by one department but who wish to change to another must have the approval of the Dean of the Graduate School and of the department into which they propose to transfer before the change may be made.

Credit by Examination. Upon the recommendation of a graduate student's committee and with the approval of the chairperson of the department in which it is listed, a course numbered 4500-4999 may be challenged by examination for graduate credit. Courses numbered 5000 and above may not be challenged by examination. Grades are not recorded for credit earned by examination. Credit by examination may not be used to repeat a course. Anyone seeking to pursue credit by examination must be a candidate for a degree at Appalachian or must be working for credit for the renewal of a teaching certificate.

Individual Study. After graduate students have been admitted to degree candidacy, they may arrange to take courses numbered above 4499 on an individual basis provided the advisor, the chairperson of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by department chairpersons. Anyone seeking to pursue individual study must be a candidate for a degree at Appalachian or must be working for credit for the renewal of a teaching certificate.

Independent Study. With the approval of the instructor, the department chairperson, the dean of the college, and the Dean of the Graduate School, graduate students who have been admitted to candidacy may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. As much as six semester hours of independent study may be applied toward a graduate degree. Anyone seeking to pursue independent study must be a candidate for a degree at Appalachian or must be working for credit for the renewal of a teaching certificate.

Time Limit. Academic work, including transfer credit, taken no more than six calendar years before the year in which the graduate degree is awarded may be used to satisfy the degree requirements. However, course work taken at Appalachian within a limit of 10 calendar years before the year in which the graduate degree is awarded may be validated upon recommendation by the appropriate chairperson and upon approval by the Graduate School.

Transfer Credit. A student enrolled in a degree program in which a thesis is not required may usually be permitted to transfer from another graduate school up to eight semester hours of appropriate graduate credit provided grades earned are at least B and provided the credit will not be more than six years old at the time the degree is awarded. A student in a thesis program may be permitted to transfer up to four semester hours of appropriate resident work completed in another approved graduate school. Students wanting to transfer more than eight semester hours may appeal to the Dean of the Graduate School.

Internship. Internships are available to majors in school administration, junior college teaching, special education, speech pathology, student personnel, political science, sociology, and psychology.

The following administrative policy governs internships:

1. An applicant for an internship must be working within a reasonable distance of the University.
2. The number of registrants for the internship is limited.
3. The intern must work under a fully certified supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

Transcripts. Transcripts must be requested in writing from the Registrar's Office. Each student may receive a maximum of ten transcripts free of charge, after which a \$2.00 per transcript charge will be made. Transcripts will not be issued to students having unsettled accounts with the University.

Policies and Procedures Concerning Release of Student Information

The following statements establish updated guidelines for the University on the matter of confidentiality of student records. It has been developed in the light of legislation concerning access to and release of information maintained in student records in institutions of higher learning. (The Family Educational Rights and Privacy Act of 1974.) Any questions on these policies should be referred to the University Registrar. These policies cover all records maintained at the University. This means that they will apply to any student—current or former—who actually completed registration at one time.

In response to inquiries from the general public, such as prospective employers, credit investigators, etc., only the following directory information is released without the student's permission:

the student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, class schedule, and previous educational agency or institution attended by the student.

Any student who wants to make a specific request that directory information not be released should contact the Office of the Vice-Chancellor for Student Affairs on registration day of each semester.

Transcripts are released *only* upon the *written* request of the student. Transcripts will not be released if the student is financially indebted to the University.

A student has the right to inspect the contents of his/her educational records with the *exception* of documents submitted to the University in confidence prior to January 1, 1975. Transcripts in the folder from other institutions are property of ASU and will not be returned to the student or sent elsewhere at his/her request.

Grade reports will be mailed directly to the student at his/her home address. If parents or guardians request academic or personal information other than that specified above, the request may not be honored without the student's written permission *unless* the parent can present evidence of the student's being dependent upon him/her for support as defined by the Internal Revenue Code.

Department of Accounting

Acting Chairperson: James F. Jones

Faculty: Butts, Craven, J. Jones, Kirkpatrick, Larson, Martinelli, Palmer, Pollard, Selph

The College of Business, through the Department of Accounting, offers the Master of Science in Accounting. The basic educational objective of the M.S. in Accounting is to provide advanced education to meet the needs of persons planning careers in accounting at the professional level. The M.S. in Accounting program offers courses of study which greatly enhance success in completing certifying examinations needed for designation as Certified Public Accountant (CPA), Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and other professional designations. Additionally, the program broadens the general business knowledge and intensifies accounting knowledge of its graduates so as to enhance their performance beyond the entry/certification stage in their professional careers.

An undergraduate degree in accounting, or equivalent, is required for regular admission to the program. For students without adequate preparation in accounting and business, undergraduate prerequisite courses, as outlined in the following section, must be completed.

The following undergraduate courses are prerequisite to graduate study: ECO 2030, 2040, ACC 2200, FIR 3680, MKT 3050, MGT 3150, 3650, BE 2660, 2150, Statistics and calculus. In addition, the undergraduate preparation must include the following accounting courses: ACC 2800, 3100, 3110, 3580, and 4560.

Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite courses may also be waived through written examination if the student feels academically prepared through appropriate business experience. There is a \$20 fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted on a "provisional" basis until the prerequisites are completed.

Master of Science in Accounting

The program requires a minimum of 30 semester hours. A thesis (six hours credit) is optional, and no foreign language is required.

The curriculum for the M.S. in Accounting includes the following core courses (nine semester hours):

FIR 5010	Managerial Finance
MGT 5150	Behavioral Application in Business
MGT/ECO 5250	Statistical Methods for Business and Economics

To complete the program, 18 to 21 semester hours of electives must be selected in

counsultation with the Graduate Advisor. Business Strategy in a Dynamic Environment, (MGT 5750) will be included among electives for students who have not taken Business Policy, (MGT 4750), or an equivalent course for undergraduate credit. Most electives will be accounting courses; however, students are encouraged to select courses in Information Systems, Law, Economics, Management, Quantitative Methods, or other areas. Each graduate student must work out a program of study with the Graduate Advisor.

All students in the M.S. in Accounting program will take a comprehensive examination prepared by the Department of Accounting, which may be oral or written or both, during their last term of study.

Application for admission to the M.S. program will be open to any graduate of an accredited four-year baccalaureate program. Admission will be on a competitive basis, with admission granted only to students showing high promise of success in post graduate business study. The following admissions formula will be used. The applicant must generate at least 950 points based upon the GMAT (Graduate Management Admission Test) score plus 200 times the overall GPA (4.0 system), or at least 1000 points based upon the GMAT score plus 200 times the *upper division* GPA.

The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work and experience may also be considered in the admission process. Three favorable letters of reference are also necessary for admission.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Accounting Theory/(3).F;S;SS.

Study of the history and development of accounting principles with special emphasis on the authoritative pronouncements. Prerequisite: ACC 3110.

4560. Introduction to Auditing/(3).F;S;SS.

A survey course introducing the student to selected auditing standards, types of services, analysis of reports, legal responsibility, ethics, internal control and SEC requirements. Prerequisite: ACC 3110.

4580. Income Taxation of Corporations/(3).F;S;SS.

Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. The student will also be introduced to estate, gift and partnership taxation.

4590. Advanced Accounting I/(3).F;SS.

An examination of the special problems in accounting for business combinations and consolidated corporate entities. Topics also include home office/branch and foreign operations accounts. Prerequisite: ACC 3110.

4660. Auditing Concepts and Applications/(3).F;S;SS.

An indepth study of ASB pronouncements and application of GAAS to an audit (public, internal and governmental) engagement. Greater emphasis on system analysis, relationship of internal control to audit objectives, and purpose of selected audit procedures—cases used where applicable. Prerequisite: ACC 4560.

4690. Advanced Accounting II/(3).S.

An examination of special problems in accounting. Topics include partnership, reorganization, estates and trusts, and other current practice topics. Prerequisite: ACC 3110.

4710. Advanced Cost Accounting/(3).S;SS.

Cost analysis and capital budgeting. Topics emphasized include inventory planning and control, spoilage and scrap, systems and internal control, performance measurement, transfer pricing, decision models, cost behavior patterns, analysis of variance, mix and yield variances, operations research techniques, linear programming. Prerequisite: ACC 2800.

4810. Seminar in Accounting/(3).On Demand.**4990. Professional Examination Preparation/(3).F;S.**

An intensive review of the accounting discipline, the purpose of which is to assist the student to bring together his/her coursework in accounting so as to maximize performance on a professional examination. All coursework is updated to include the latest pronouncements of the various rule making bodies. Prerequisite: Consent of Instructor.

*Graduate Courses***5000. Accounting Research and Data Presentation/(3).F and/or SS.**

Study of methods used in research and data presentation in accounting; practice in using those methods.

5190. Managerial Accounting/(3).F;SS.

An introduction to internal accounting—management accounting—with emphasis on planning and control and on product costing for purposes of inventory valuation and income determination. Subjects include, but are not limited to: not-for-profit, retail, wholesale, selling, and administrative situations as well as manufacturing. Of the three functions of accounting—scorekeeping, attention directing, and problem solving—attention is focused on the latter two functions. Prerequisite: ACC 2210 or equivalent.

5230. International Accounting/(3).S.

This course is designed to provide students with a background in international accounting. Emphasis will be placed upon the fact that accounting is not just a doctrine that has been handed down from generation to generation, but is actually the product of the environment in which it is used.

5310. Auditing Theory Seminar/(3).S and/or SS.

A study of the history and development of Generally Accepted Auditing Standards. Discussion and presentation of transaction flow auditing as well as selected contemporary auditing topics.

5350. Advanced Accounting Theory/(3).S and/or SS.

A comparative study of current generally accepted accounting theory and alternative concepts. The course encourages students to consider the merits and the shortcomings of alternative accounting concepts rather than studying only those concepts that support present accounting practices. Prerequisite: ACC 4550.

5380. State and Local Income Taxation/(3).F; S and/or SS.

A study of income tax laws of state and local governments. Objectives and impact of state and local income taxation. Emphasis on North Carolina income tax. Prerequisite: ACC 4580.

5390. Contemporary Problems in Accounting/(3).F and/or SS.

A seminar approach to the fringes of contemporary thought. Topics include cost-benefit analysis and the environment, social accounting, managerial auditing, human asset accounting, behavioral sciences and accounting, independence and the development of accounting principles, quantitative models and accounting, communication theory and counting.

5500. Independent Study/(1-4).F;S;SS.**5530-5549. Selected Topics/(1-3).On Demand.****5580. Tax Planning and Research/(3).F.**

A research oriented course designed to emphasize the need for tax planning. The student will be required to research and to make class presentations as to his findings. The course will cover income tax, estate tax and gift tax code provision. Prerequisite: ACC 3580 and ACC 4580.

5999. Master's Thesis/(6).F;S;SS.

Graded on S/U basis.

Department of Administration, Supervision and Higher Education

Chairperson: Hall

Faculty: Bolick, Boylan, Cooper, Fox, Hall, Harris, Hooks, Howe, Jackson, Jenkins, Kussrow, Newman, Spann, Swain, Widenhouse.

The Department of Administration, Supervision and Higher Education is responsible for organizing and providing graduate instructional programs in public school administration and supervision, higher education, and community education.

The department offers courses of instruction leading to a Master of Arts degree in the following areas:

1. Educational Administration—prepares persons for a school principalship at elementary or secondary level. Such a program leads to administration certification in North Carolina. Students majoring in public school administration may concentrate in community education. (Prerequisite for administration certification: Class “A” Teaching Certificate and three years of successful teaching experience.) Students seeking only certification in the Department of Administration, Supervision and Higher Education should contact the chairperson of the department for a list of the required prerequisites and courses.
2. Educational Supervision—prepares public school persons for curriculum supervision at elementary or secondary levels. Such a program leads to educational supervision (curriculum specialist) certification in North Carolina. (Prerequisite for supervision certification: Class “A” Teaching Certificate and three years of successful teaching experience.) Students seeking only certification in Supervision should contact the Chairperson of the Department of Administration, Supervision and Higher Education for a list of the required prerequisites and courses.
3. Higher Education—prepares students who wish to work in post-secondary educational settings. Students must select one of the following four tracks for a program of study:
 - a. Administration
 - b. Teaching
 - c. Developmental Studies
 - d. Adult Education

The teaching track is designed to prepare students to teach in community, junior, and technical colleges. The degree in Higher Education does not lead to North Carolina administration and supervision certification.

4. Community Education—an interdisciplinary Master of Arts degree program based upon competencies identified by educational and recreational leaders and which are needed to work in the field of community education. The program is served by

an inter-departmental faculty committee, which assists students in developing their program of study based upon their current levels of competence in all required areas.

The Educational Specialist's degree (Ed.S.) in the Department of Administration, Supervision and Higher Education is a 30 semester hours degree program offered in the following areas:

1. Educational Administration—provides advanced graduate work for public school administration. This degree leads to sixth-year certification.
2. Educational Supervision—provides advanced graduate work in supervision for public school personnel. This degree leads to sixth-year certification.
3. Higher Education—provides advanced graduate work in the area of post-secondary education.

Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision certification, must take the necessary courses and internship prescribed by the Department of Administration, Supervision and Higher Education.

A student working toward a degree and/or certification in the Department of Administration, Supervision and Higher Education must develop his/her program of study in consultation with an approved advisor. Candidacy forms must be submitted to the Graduate Office before the student has completed 12 hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

Students who want to minor in the Department of Administration, Supervision and Higher Education should contact the Chairperson of the Department.

Master of Arts in Educational Administration, with concentrations in School Administration and Community Education

Prerequisites: Bachelor's Degree, Graduate Record Examination Score, and Approval of the Admissions Committee and the Chairperson of the Department.

Hours: 36 hours

Required Courses:

AH 5010 Public School Administration3

(two of the following three)

AH 5020 The Secondary School

AH 5040 The Elementary School6

AH 5120 The Middle/Junior High School

AH 5050 Supervision of Instruction	3
AH 5060 Curriculum Planning	3
(one of the following two)	
AH 5350 Philosophy of Education	
AH 5470 Social Foundations of Education	2
AH 6900 Internship/Field Experience	4
CR 5000 Research in Education	2
SOC—Social Science (Advisor approval required)	3
Electives (Advisor approval required)	10

Comprehensive: Prior to graduation the student must successfully complete a comprehensive oral examination.

Electives and the social science course are to be selected in conference with the student's advisor. The purpose of these courses is to assist the student to gain competence in professional areas related to educational administration.

The above courses lead to principal's certification. The student may opt for principal's certification with a concentration in community education by selecting 15 semester hours from the suggested courses listed below:

AH 4980 Introduction to Community Education	3
AH 5770 Seminar in Community Education	2-3
AH 5630 The Adult Learner	3
AH 5700 Educational Leadership	3
AH 5300 Community Education and The Public School Administration	
OR	
AH 5530 Selected Topics in Community Education	3

Other courses as approved by the advisor.

**Master of Arts in Educational Supervision
(Curriculum and Instructional Specialist)**

Prerequisite: North Carolina A Certificate or its equivalent from another state, Graduate Record Examination Score, and approval of the Admissions Committee and Chairperson of the Department.

Hours: 36 hours

Required Courses:

CR 5000 Research in Education	2-3
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AH 5010 Public School Administration	3
AH 5050 Supervision of Instruction	3
AH 5060 Curriculum Planning	3
AH 5700 Educational Leadership	3
AH 6900 Administration & Supervision Internship/Field Study	4

One course from the following group:

AH 5020 Organization and Administration of Secondary Schools	3
AH 5040 Organization and Administration of Elementary Schools	3
AH 5120 Organization and Administration of Middle/Junior High Schools	3

One course from the following group:

AH 5350 Philosophy of Education	2
AH 5470 Social Foundations of Education	2
PSY 4555 Advanced Educational Psychology	2

Electives from Appropriate Department(s)	13-12
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All electives are to be chosen mutually by the advisor and the student. Selection of electives is designed to improve general competence in instructional processes, and should not be construed as a substitute for a major program (or degree) in a particular specialty. The specialty of this master of arts program is in curriculum/instructional processes. Students may take these elective courses in a teaching field or fields at secondary level and/or academic areas related to elementary curricula. The Department of ASHE through its advising program will refer students to the appropriate departments in cases where the students need additional academic work for specific areas they might be supervising. Successful completion of this program will certify the student as a Curriculum-Instructional Specialist - Level I.

Master of Arts in Higher Education, Administration Track

Prerequisites: Bachelor's degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)
30 hours (thesis program)

Course Requirements:

Research:

CR 5000 Research in Education	2-3
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Administration Concentration:

AH 5430 Organization & Administration of Postsecondary Education	4
AH 5700 Educational Leadership	3
AH 5250 Conflict Management in Educational Administration	3
AH 5990 The Law of Higher Education	3
AH 5840 College Finance & Personnel Administration	3

AH 5861 History of Postsecondary Education in America 3

AH 6900 Internship/Field Study 2-8

(Required for students with no administration experience
in postsecondary education. Two-four hours is the typical load
for an administrative internship.)

Suggested Electives:

Select with advice and consent of advisor

Concentration in cognitively related area (i.e., Business, Political
Science, Sociology)

AND/OR

AH 4980 Introduction to Adult and Community Education 3

AH 5780 Grantsmanship in Education 3

AH 5810 Planning Educational Programs 3

Thesis:

AH 5999 This option is available and students are encouraged to consider it 4

Comprehensive Examination:

Prior to graduation, the student must successfully complete a comprehensive writ-
ten examination.

Master of Arts in Higher Education, Developmental Studies Track

Prerequisites: Bachelor’s degree, Graduate Record Examination Score, and approval
of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)
30 hours (thesis program)

Course Requirements:

Research:

CR 5000 Research in Education 2

Developmental Education Concentration:

AH 5440 Instruction in Post-Secondary Education 3

AH 5630 The Adult Learner 3

AH 5700 Educational Leadership 3

AH 5890 Developmental Studies in Post-Secondary Institutions 3

AH 6900 Internship/Field-Study 3

(Required for students with no experience in the field of developmental educa-
tion. Two-four hours is the typical load for internship.)

Suggested Electives: (select with advice and consent of advisor) Concentration in a
cognitively related area:

- A) Teaching subject area (i.e., English, mathematics, reading). Students planning
to teach in higher education institutions are encouraged to take 18 hours.
- B) Counseling and psychology

C) Administration and Management

Thesis:

AH 5999 This option is available and students are encouraged to 4
consider it.

Comprehensive Examination:

Prior to graduation the student must successfully complete a comprehensive written
examination.

Master of Art in Higher Education, Adult Education Track

Prerequisites: Bachelor's degree, Graduate Record Examination Score, and approval
of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)

30 hours (thesis program)

Course Requirements:

Research:

CR 5000 Research in Education 2-3

Adult Education Concentration:

AH 4980 Introduction to Adult & Community Education 3

AH 5630 The Adult Learner 3

AH 5810 Planning Educational Programs 3

AH 5440 Instruction in Postsecondary Institutions 3

AH 5750 Planning & Conducting Adult Learning Experiences 3

AH 6900 Internship/Field Study 2-8

(Required for students with no administrative or teaching experience
in the field of adult education. Two-four hours is the typical loan for
an internship.)

Suggested Electives: (select with advice and consent of advisor) Concentration in
Cognitively Related Area

AND/OR

AH 5420 The Community, Junior and Technical Colleges 3

AH 5890 Developmental Studies in Postsecondary Institutions 3

AH 5700 Educational Leadership 3

AH 5250 Conflict Management in Educational Administration 3

AH 5780 Grantsmanship in Education 3

AH 5430 The Organization & Administration of Postsecondary Education 3

Thesis:

AH 5999 This option is available and students are encouraged to consider it 4

Comprehensive Examination:

Prior to graduation the student must successfully complete a comprehensive written
examination.

Master of Arts in Higher Education, Teaching Track

Prerequisites: Bachelor’s degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: (non thesis program)
30 hours (thesis program)

Course Requirements:

Research
CR 5000 Research in Education2-3

OR

Research course in teaching-subject area

Teaching Concentration:

Students are strongly encouraged to take courses in teaching-subject discipline with the advice of faculty in their disciplines.
Students taking courses in the College of Business may take only 14 hours in thesis program and 17 hours in non thesis program.

Professional Education Concentration:

AH 5861 History of Postsecondary Education in America3
AH 5440 Instruction in Postsecondary Institutions3
AH 5630 The Adult Learner3
AH 5750 Planning & Conducting Adult Learning Experiences3
AH 6900 Internship/Field Study is required for students with no2-8
teaching experience. Two-three credit hours is the typical load
for a teaching internship.

Suggested Electives:

AH 5420 The Community, Junior & Technical College3
AH 4980 Introduction to Adult & Community Education3
AH 5890 Developmental Studies in Postsecondary Institutions3

Thesis:

AH 5999 This option is available and students are encouraged to consider it4

Comprehensive Examination:

Prior to graduation the student must successfully complete a comprehensive written examination.

Master of Arts in Community Education

Hours: 36 hours (non thesis program)
30 hours (thesis program)

Course Requirements:

Research:
CR 5000 Research in Education3

OR

PS 5000 Bibliography and Research	3
Community Education Concentration:	
AH 4980 Introduction to Adult & Community Education	3
AH 5770 Seminar in Community Education	3
OR	
AH 5810 Planning Educational Programs	3
AH 5530 Selected Topics in Community Education	3
OR	
AH 5300 Community Education & the Public School Administrator	3
AH 5780 Grantsmanship in Education	3
AH 5630 The Adult Learner	3
AH 5700 Educational Leadership	3
AH 6900 Internship/Field Study in Community Education	4

Suggested Electives:

Students are strongly encouraged to take course work from departments other than ASHE. Members of the Center's Interdepartmental Faculty Committee (IFC) should be consulted for recommendations as to beneficial courses of study. Commonly elected learning experiences a student could choose from in consultation with his/her advisor include, but are not limited to:

CR 4840 Human Relations and Interaction	3
EM 5080 Contemporary Libraries & Communities	3
MM 5170 Organizational Design & Development	3
PS 5030 Masses and Elites in American Politics	3
SE 4810 Education in Appalachian America	3
SOC 4560 Race and Ethnic Relations	3
ANT 5530 Anthropology of Education	3

Thesis:

AH 5999 This option is available and students are encouraged to consider it	4
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Comprehensive Examination:

Prior to graduation, the student must successfully complete a comprehensive written examination.

Assessment and Evaluation Process:

The following process will be utilized in assessing a student's level of competence in each area:

Step 1: An Interdepartmental Faculty Committee (IFC) representing the Community Education Faculty Advisory Committee will interview and assess each student's level of competence during his/her admissions interview, and will recommend a first semester course of study.

Step 2: A study plan of action will be developed for the individual based upon a more extensive review of demonstrated competencies by the IFC during the first semester in which a student is enrolled. Individual measures to indicate competence acquisition will be developed for each student during this semester.

Step 3: Evaluation will be continuous throughout the student’s program, with competencies being measured as determined in the first semester. Therefore, some competencies will be attained by statements from professors of courses, others from former employees and supervisors and still others from the IFC or student advisor, based upon accrued data.

The student will be expected to take the full 36 hours of course work (or write a thesis) although he/she may have already demonstrated competence in several areas. In that case, substitutions may be made in the program of study.

Step 4: A final comprehensive examination will be conducted by the IFC wherein a student will have evidence available to demonstrate a competence level in each area.

Educational Specialist’s Degree in Curriculum and Instruction

Prerequisites: Master’s Degree, Graduate Record Examination Score, and approval of the Admission Committee and Chairperson of the Department. The following courses are required for the Ed.S. program. If not already taken, they must be taken concurrently with the program for no credit toward the Ed.S. degree.

AH 5010 Public School Administration	3
(one of the following three)	
AH 5020 Organization and Administration of the Secondary School	
AH 5040 Organization and Administration of the Elementary School	
AH 5120 Organization and Administration of the Middle/Jr. High School	3
AH 5050 Supervision of Instruction	3

Hours: 30 hours

Required Courses:

AH 5060 Curriculum Planning	3
AH 5700 Educational Leadership	3
AH 6900 Internship/Field Study	4
AH 6050 Seminar in Supervision	3
AH 6530 Advanced Seminar in Curriculum	3
Electives	15

Electives May Include:

EE 5460 Elementary School Curriculum	3
EE 6310 Analysis of the Teaching Process	3
SE 5620 Secondary School Curriculum	3
AH 5350 Philosophy of Education	2
AH 5470 Social Foundations of Education	2
AH 5600 School Law	3
AH 6180 School Finance	3
AH 5250 Conflict Management	3
CR 4790 Group Methods	3

EM 4660 Instructional Materials	2
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All elective courses are to be chosen mutually by the advisor and student.

Comprehensive: Prior to graduation the student must successfully complete a comprehensive written examination.

Educational Specialist in Educational Administration

Prerequisites: The following courses are required for the Ed.S. program. If not already taken, they must be taken concurrently with the program for no credit toward the Ed.S. degree.

AH 5010 Public School Administration	3
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(one of the following three)

AH 5020 Org. & Adm. of Secondary School	
AH 5040 Org. & Adm. of Elementary School	3
AH 5120 Org. & Adm. of Middle/Jr. High School	

AH 5060 Curriculum Planning	3
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Hours: 30 hours

Required Courses:

(one of the following three not taken as a prerequisite)

AH 5020 Org. & Adm. of Secondary School	
AH 5040 Org. & Adm. of Elementary School	
AH 5120 Org. & Adm. of Mid/Jr High School	3

AH 5050 Supervision of Instruction	3
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AH 5350 Philosophy of Education

OR

AH 5470 Social Foundations of Education	2
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AH 6900 Administration and Supervision Internship/Field Experience	4
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Electives (Advisor approval required)	18
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Recommended Courses:

AH 6600 Seminar in Legal Problems	3
AH 6180 Seminar in School Finance	3
AH 5491 Seminar in School Facilities	3
AH 5700 Educational Leadership	3
AH 5250 Conflict Management	3

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive written examination.

Educational Specialist in Higher Education with concentration in: Administration, Adult Education, Developmental Studies or Teaching

Prerequisites: Master’s Degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 30 hours

Required Courses:

AH 5861 History of Postsecondary Education in America	3
AH 6040 Readings in Post-Secondary Education	3
AH 6631 Teaching and Learning in Post-Secondary Education	3
AH 6650 Seminar in Post-Secondary Education	3

Courses other than the core requirement will be selected by the student in consultation with the advisor.

Thesis: Optional

The individualized section of the Educational Specialist’s program should be congruent with the student’s occupational goal and can include course work in cognitive areas, preparation of thesis, or general professional development.

Comprehensive: During final term in the program, the student must demonstrate proficiency through successfully completing a written comprehensive examination and an oral examination conducted by the advisory committee.

(For a description of the notation used in the following list of courses, see page 63.)

Administration and Supervision

Graduate Courses

4980. Introduction to Adult and Community Education/(3).F.

The principal goal of this is to give students an appreciation of the evolution of the concepts, philosophies, and programs of adult and community education. The course is intended to serve as an introduction of the numerous populations, agencies, and delivery systems involved in the process of providing lifelong learning experiences.

5010. Public School Administration/(3).F;SS.

An introductory study of basic structure, organization, and administration of American public education.

5020. Organization and Administration of the

Secondary School/(3).F;SS.

A study of the organization of the secondary school, its administration, curriculum, and recent trends.

5040. Organization and Administration of the Elementary School/(3).S;SS.

A study of the organization of the elementary school with emphasis on its administration, curriculum, and recent trends.

5050. Supervision of Instruction/(2-3).S;SS.

A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

5060. Curriculum Planning/(2-3).F;S;SS.

A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

5120. Organization and Administration of the Middle/Junior High School/(3).F;SS.

A study of the middle school and junior high school with emphasis on its administration, curriculum, and recent trends.

5250. Conflict Management in Educational Administration/(3).S;SS.

Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem-solving techniques.

5300. Community Education and the Public School Administrator/(2).F.

Designed to familiarize the student with the variety of models of community education and community schools together with the underlying philosophy of each. Particular emphasis will be placed on the administration of community education from the point of view of the public school administrator.

5350. Philosophy of Education/(2).F;S;SS.

A study of philosophies and their effects on education. Current educational issues and decisions are analyzed from the philosophical bases which may underlie them.

5470. Social Foundations of Education/(2).F;SS.

Acquaints students with the role of educational institutions in relation to its social setting.

5491. Planning School Facilities/(2).F.

Emphasis upon educational planning of teaching space and facilities, planning buildings for newer instructional equipment, power requirement, efficient use of existing facilities, economical house-keeping and maintenance programs.

5500. Independent Study/(1-4).F;S;SS.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

5530-5549. Selected Topics/(1-3). On Demand.

5600. School Law/(3).F;SS.

A study of the fundamental principles underlying the relationship of the state to education and the laws which are applicable to practical problems of school organization and administration.

5700. Educational Leadership/(2-3).F;SS.

A study of the process of leadership with activities

designed to improve skill in planning, decision-making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed.

5770. Seminar in Community Education/(3).S.

A seminar designed to complement a basic understanding of community education through the development of competencies in the following areas: assertiveness training, facilitating change, effective communications, governmental relations, and evaluation techniques.

5780. Grantsmanship in Education/(3).S;SS.

A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding sources, an understanding of proposal requirements and strategies for proposal development, competence in proposal evaluation, experience in the drafting and submission of a specific proposal to an appropriate agency.

5880. School Community Relations/(2).S.

Considers community education in developing an educational program. Studies means of securing cooperative education planning, public relations responsibilities of members of the school board and members of the school staff, and major techniques and media in educational public relations.

6040. Readings in Postsecondary Education/(3).S;SS.

Emphasis is given to understanding the conceptual framework of administration, adult education, community education, developmental education and teaching through the study of relevant literature. Each student will conduct a study of the literature in one of these areas.

6050. Seminar in School Supervision/(2).SS.

A course for students preparing for positions as general county or city school supervisors. Includes methods of evaluating staff and the planning of staff development programs for the improvement of instruction.

6180. School Finance/(3).F;SS.

A study of the principles which contribute to an understanding of public school finance. Emphasis is placed on budget making, fiscal management, and business operations.

6491. Seminar in Operation and Maintenance of School Facilities/(3).S;SS.

Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.

6500. Independent Study/(1-4).F;S;SS.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

6530-6549. Selected Topics/(1-3).On Demand.

Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

6600. Seminar in Legal Problems/(3).S;SS.

Current legal issues and problems related to organization and administration of public and private educational institutions.

6900. School Administration and Supervision Internship/Field Study/(2-8).F;S.

Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agencies. Offered on S/U basis.

Higher Education

Senior/Graduate Courses

4900. Internship in Community and Technical Colleges/(2-8).F;S;SS.

A teaching and/or administrative internship in a community college, technical college, or technical institute under the direct supervision of experienced instructors and administrators. Students teach courses in vocational, technical, or human service programs and/or perform administrative, research, and training functions in area of adult and continuing education. Grade is on an S/U basis only.

4950. Teaching in Technical and Occupational Career Programs/(3).F;S.

A study of effective strategies and methods of teaching vocational, technical and human service subjects. Attention is given to systematic instruction including classroom planning, preparing instructional objectives, using alternative teaching methods, and student evaluation. Special effort is placed on students developing learning modules and practicing teaching methods. Should be taken

prior to the internship.

4970. Seminar on Community and Technical Colleges/(3).F;S;SS.

Study and analysis of teaching, administrative, planning and leadership problems and issues related to community colleges, technical colleges, and technical institutes. Research of recent trends of two year colleges are studied. This course is also designed to complement the internship by assisting the students with course planning and development.

4980. Introduction to Adult and Community Education/(3).F.

The principal goal of this course is to give students an appreciation of the evolution of the concepts, philosophies, and programs of adult and community education. The course is intended to serve as an introduction of the numerous populations, agencies, and delivery systems involved in the process of providing lifelong learning experiences.

Graduate Courses

5250. Conflict Management in Educational Administration/(3).F;S.

Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem-solving techniques.

5350. Philosophy of Education/(2).F;S;SS.

A study of philosophies and their effects on education. Current educational issues and decisions are analyzed from the philosophical bases which may underlie them.

5420. Community, Junior, and Technical Colleges/(2-3).F;S;SS.

An analysis of public and private two-year educational institutions in the United States. An overview is given to the study of historical development, student characteristics, role of faculty and administration, curriculum and instructional development, adult education programs, and research in recent trends in these institutions.

5430. Organization and Administration of Postsecondary Education/(3).F;SS.

A study of the concepts of organization and administration as applied to post-secondary educational institutions and agencies. Emphasis is placed on understanding organizational structure and the functions of management in educational and agency environments.

5440. Instruction in Post-Secondary Institutions/(2-3).F;S;SS.

A study of various theories of instruction with emphasis on the merger of theory and practice in the development of learning strategies for higher education.

5451. Teaching Practicum in Higher Education/(1-3).F;S;SS.

A course study designed specifically for graduate teaching assistants at Appalachian State University as part of a preservice and inservice instructional development program. Attention is given to specific problems and issues relating to teaching in higher education. Resources are drawn from the faculty of the department and disciplines represented on campus to help the teaching assistants improve their teaching skills.

5470. Social Foundations of Education/(2).F;SS.

Acquaints students with the role of educational institutions in relation to its social setting.

5500. Independent Study/(1-4).F;S;SS.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of a previous course.

5530-5549. Selected Topics/(1-3).On Demand.

5630. The Adult Learner/(3).F;SS.

A study of the characteristics of adults as learners. Special attention is given to review of research on adult learning and to the role of the adult educator as a facilitator in the learning process.

5700. Educational Leadership/(2-3).F;SS.

A study of the process of leadership with activities designed to improve skill in planning, decision-making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed.

5750. Planning and Conducting Adult Learning Experiences/(3).S;SS.

An analysis of the role of the adult educator in planning and conducting experiences designed to facilitate particular learning outcomes. Special attention is given to the creation of a learning environment within which the adult educator works with individuals and groups. Prerequisite: AH 5630 or consent of instructor.

5770. Seminar in Community

Education/(3).S.

A seminar designed to complement a basic understanding of community education through the development of competencies in the following areas: assertiveness training, facilitating change, effective communications, governmental relations, and evaluation techniques.

5780. Grantsmanship in Education/(3).S;SS.

A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding sources, an understanding of proposal requirements and strategies for proposal development, competence in proposal evaluation, experience in the drafting and submission of a specific proposal to an appropriate agency.

5810. Planning Educational Programs/(3).F;SS.

The principles and processes involved in programming, including basic theories and concepts supporting the programming process for adult clientele. Consideration will be given to determining needs for specific training in a community and developing programs appropriate to meet those needs.

5840. College Finance and Personal Administration/(3).S;F.

A study of financial and personal management principles as related to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education. Personnel policies, issues, and problems relating to the educational management function are studied.

5861. History of Postsecondary Education in America/(3).F.

The study of the development of colleges and universities; community, junior, and technical colleges; and the adult and community education movements. The impact of movements in education, internationally, on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

5890. Developmental Studies in Post-Secondary Institutions/(3).F;SS.

A study of the role of developmental studies programs in the community/junior college. Special emphasis is given to characteristics of students and approaches to instruction.

5990. The Law of Higher Education/(3).S

An overview of the law as it affects the administrator in higher education. The accent is on learning general concepts and sources of the law and regulations. Additionally, students select individual problem areas for detailed study.

5999. Master of Arts Thesis/(2-4).F;S;SS.

6040. Readings in Post-Secondary Education/(3).S;SS.

Emphasis is given to understanding the conceptual framework of adult education, community education, developmental education, teaching, and administration through the study of relevant literature. Each student will conduct a study of the literature in one of these areas.

6500. Independent Study/(1-4).F;S;SS.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

6530-6549. Selected Topics/(3).On Demand.

6550. Seminar in Comparative Education/(2-3).F;S;SS.

A comparative study of post-compulsory institutions in other countries. Emphasis on the governance, administrative, curricular and instructional issues, concerns, and processes as they relate to the role of post-compulsory institutions. The study of an educational system is normally done in conjunction with seminars and visitations to educational institutions as well as travel throughout the countries under consideration.

6600. Seminar in Legal Problems/(3).S;SS.

Current legal issues and problems related to organization and administration of public and private educational institutions.

6631. Teaching and Learning in Post-Secondary Education/(3).S;SS.

An in-depth study of learning concepts with implications for instructional models. Special emphasis is given to the process of structuring learning experiences. Prerequisite: AH 5440 or 5630 or consent of advisor.

6650. Seminar in Post-Secondary Education/(3).S;SS.

To provide an opportunity in which the student can integrate the knowledge and skills gained in the program of study. This is a summative experience which is designed to be incorporated toward the end of the graduate program and will emphasize the personal and professional development of post-secondary personnel. Prerequisites: AH 6631, 6861 or consent of advisor.

6840. The General Education Program for Higher Education/(2).S;SS.

An overview of general education and its place in post-secondary education. Emphasis is given to building on earlier educational experiences in constructing a viable college general education program.

6900. Higher Education Internship/Field Study/(2-8).F;S;SS.

Supervised experiences of teaching and/or administration under the direction of competent personnel or study of problems in post-secondary educational institutions or other appropriate agencies. Offered on S/U basis.

Department of Anthropology

Chairperson: Reck

Graduate Faculty: Ayers, Beaver, Bennett, Keefe, Reck

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Senior Seminar in Anthropology/(3).S.

An opportunity for upper level students to reflect upon the anthropological perspective and to contemplate and articulate their own image of anthropology. Diverse issues ranging from the consideration of ethics to the examination of career opportunities to reflections upon the overall meaning of anthropology will be discussed. Designed as a final on-campus opportunity for students to systematically reflect upon their vision of the anthropological enterprise and to integrate their experience in anthropology in relationship to their future goals. Ideally should be taken during the final semester of on-campus study. Required for majors. Prerequisite: senior standing or approval of instructor.

4565. Peasantry, World Systems, and Social Change/(3).S.

Descriptive and theoretical analysis of Third and Fourth World peasantry in the context of world economic and political systems, the emerging nonaligned nation states, and industrialization and urbanization. Alternate years, offered Spring 1984.

4600. Medical Anthropology/(3).S.

A cross-cultural investigation of concepts of physical and mental health and illness and the treatment of disease. Topics include: shamanism and faith healing, folk psychiatry, witchcraft as cause/cure, folk diseases and folk medicine, and alternatives to Western Scientific medicine.

4650. Anthropology of Education/(3).F.

An examination of formal and informal education within the context of human culture. Emphasis is placed on achieving a cross-cultural understanding of education and educational issues through a study of education in other cultures, minority education, formal and informal educational systems, and the cultural context of the classroom and school. Alternate years, offered Fall, 1983.

4700. Historical Archeology/(3).S.

The study of America since the late 16th century as known through its material culture. This course focuses on the different types of sites (domestic, military, industrial) and how they have been studied by archeologists in order to create a more complete picture of past American lifeways. Also emphasized is the identification, analysis, and preservation of artifacts plus issues such as Native American contact, ethnicity, adaptive strategies and socio-economic status recognition. Alternate years, offered Spring, 1985.

4900. Field Experience: Internship/(3-6). On Demand.

Graded on S/U basis only.

Graduate Courses

5120. Appalachian Culture and Social Organization/(3).F.

Exploration of dominant cultural principles and values and their relationship to historical, economic, and political themes, and to social organization and social dynamics; analysis of the socio-economic structure of Appalachian communities, and of the meaning of kinship and its relationship to community organization and processes.

5310. Cultural Ecology in Appalachia/(3).F.

Analysis of issues related to cultural ecology, including Indian and Euro-American settlement systems, adaptive strategies including agriculture and use of local resources; the politics and economics of development including coal, textiles, timber, and tourism; land use including politics and the question of Appalachia as colony.

5500. Independent Study/(1-4). F;S.

5530-5549. Selected Topics/(1-3). On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

Department of Art

Chairperson: Dennis

Faculty: Aydelott, Carrin, Dennis, Force, Humphrey, Long, Polson, Smith, Suggs, Waterworth, Wieder

The Master of Arts in Art Education degree at Appalachian is a 30-36 semester-hour program with three track options: (1) Master teacher, K-12, (2) Community College teacher, and (3) Art or Cultural Arts Supervisor. Within each of these options the student has the opportunity to develop highly individualized goals and career opportunities. Within the tracks are opportunities to prepare for art therapy, teacher training, community service, program directing, arts for aging, research, museum education, and arts for special groups.

The department is concerned both with educational and individual art skills preparation. A core curriculum of art education, studio, and art history is provided with varying professional education courses and electives. Individual advising and course emphasis enables the designing of each program for optimum professional value to the student.

The Department of Art offers additional study experiences for the graduate student in the frequent opportunities to study under the direction of departmental faculty in art centers of the world, as well as to study in New York City at the New York City campus in lower Manhattan, or at the Appalachian House in Washington, D.C.

Through the field-based program, the Art Department offers some graduate courses especially designed to allow in-service teachers to participate in graduate degree programs without leaving their positions. Usually one or more faculty meet with graduate students at campsites or other facilities during three to five weekend sessions for "Grad-camp." An ASU grant provides textbooks for these courses, and students are issued library cards to be used in libraries over the state.

Master of Arts in Art Education

Prerequisite: baccalaureate degree from a college or university of recognized standing; certification to teach art in the public school; or an undergraduate degree in art or art history. Where certification or the art degree is not held, the student may be asked to take specific courses in art and/or art education.

Hours: 30 - 36 s.h.

Required Courses: Preparation for the Art Teacher

Professional Education			
CR	4560	Measurements and Assessment	2
*AH	5060	Curriculum Construction	2
AH	5350	Philosophy of Education or	
AH	5470	Social Foundations of Education	2

PSY	5560	Child Psychology or	
*PSY	4555	Advanced Educational Psychology	2
			<hr/> 8

**See supervision track requirements*

Art Education			
ART	5012	Seminar in Art Education	2
ART	5000	Bibliography and Research	2
ART	5009	Teaching-Learning Processes in Art Education	2
ART	5010	History and Philosophy of Art Education	2
			<hr/> 8

Art History: six semester hours selected from the following:

ART	5002	Ancient Through Renaissance Art	3
ART	5003	Baroque Through Modern Art	3
ART	5004	Art as Visual Language	3
ART	5530	Selected Topics in Art History	1-4
			<hr/> 6

Studio areas of specialization must be a minimum of four semester hours in a single area. Course offerings may be expanded through the use of:

ART	5500	Independent Study	1-4
ART	5530	Selected Topics	1-4
ART	5011	Painting	2
ART	5001	Sculpture	2
ART	5005	Printmaking	2
ART	5006	Constructive Design, Fibers	2
ART	5007	Constructive Design, Plastic Media	2
ART	5008	Constructive Design, Alloys	2

In addition, four semester hours from the following:

a.	two studio courses in areas other than concentration	4
b.	one studio course in an area other than concentration and two credit hours from "c" below	4
c.	course work beyond the six required hours in art history, New York campus programs, European study programs, other relevant study experiences	4
		<hr/> 4

Required courses with thesis	30
Thesis	2-4

TOTAL 32-34

Required courses without thesis	30
**Electives (approved)	6

TOTAL 36

Required Courses: Preparation for the Community College Teacher

Professional Education			Credit Hours
AH	5420	The Community/Junior College and the Technical Institute	2
AH	5440	Instruction in Post Secondary Institutions or	
AH	6900	Internship/Field Experience	2
			<hr/> 4

Art Education			
ART	5012	Seminar in Art Education	2
ART	5000	Bibliography and Research	2
ART	5009	Teaching and Philosophy of Art Education	2
ART	5010	History and Philosophy of Art Education	2
			<hr/> 8

Art History: six semester hours selected from the following:			
ART	5002	Ancient Through Renaissance Art	3
ART	5003	Baroque Through Modern Art	3
ART	5004	Art as Visual Language	3
ART	5530	Selected Topics in Art History	1-4
			<hr/> 6

Studio areas of specialization must be a minimum of four semester hours in a single area. Course offerings may be expanded through the use of:			
ART	5500	Independent Study	1-4
ART	5530	Selected Topics	1-4
ART	5011	Painting	2
ART	5001	Sculpture	2
ART	5005	Printmaking	2
ART	5006	Constructive Design, Fibers	2
ART	5007	Constructive Design, Plastic Media	2
ART	5008	Constructive Design, Alloys	2
			<hr/> 4

In addition, four semester hours from the following:	
a.	two studio courses in areas other than concentration 4
b.	one studio course in an area other than concentration and two credit hours from "C" below 4
c.	course work beyond the six required hours in art history, New York campus programs, European study programs, other relevant study experiences 4
<hr/>	
4	

Thesis	2-4
**Electives with thesis	0-2
TOTAL	30
Required courses without thesis	26
**Electives (approved)	10
TOTAL	36

** Electives may not be used to pick up Professional Education requirements in other tracks.

Required Courses: Preparation for Art Supervision

Professional Education

AH	5020	The Secondary School or	
AH	5040	The Elementary School	3
AH	5050	Supervision of Instruction	2
*AH	5060	Curriculum Planning	3
AH	6900	Internship/Field Experience	4
*PSY	4555	Advanced Educational Psychology	2
<i>*These courses are included in the Track I requirements.</i>			14

Note: **three** credit hours in AH 5060.

Art Education

ART	4007	Seminar in Art Education	2
ART	5000	Bibliography and Research	2
ART	5009	Teaching-Learning Processes in Art Education	2
ART	5010	History and Philosophy of Art Education	2
			8

Art History: six semester hours selected from the following:

ART	5002	Ancient Through Renaissance Art	3
ART	5003	Baroque Through Modern Art	3
ART	5004	Art as Visual Language	3
ART	5530	Selected Topics in Art History	1-4
			6

Studio areas of specialization must be a minimum of four semester hours in a single area. Course offerings may be expanded through the use of:

ART	5500	Independent Study	1-4
ART	5530	Selected Topics	1-4
ART	5011	Painting	2
ART	5001	Sculpture	2
ART	5005	Printmaking	2
ART	5006	Constructive Design, Fibers	2
ART	5007	Constructive Design, Plastic Media	2

ART	5008	Constructive Design, Alloys	2
			4

In addition, four semester hours from the following:			
a.	two studio courses in areas other than concentration	4	
b.	one studio course in an area other than concentration and two credit hours from "C" below	4	
c.	course work beyond the six required hours in art history, New York campus programs, European study programs, other relevant study experiences	4	
			4

Required Courses	TOTAL	36
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Language: No foreign language requirement

Thesis: Thesis is optional

Comprehensive: A comprehensive examination consisting of both written and oral parts to be executed within a one-week period. Before the examination is undertaken, the student is responsible for a graduate exhibition to demonstrate competencies in studio work.

ART SPECIALIZATION FOR PROFESSIONAL EDUCATORS

Two graduate programs leading to the Educational Specialist's Degree, Curriculum and Instruction and Higher Education, provide for an academic concentration in art. Specific requirements in these programs are worked out jointly by the Department of Art and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Art Education Workshop/(2).SS. On Demand.

An intensive two week course devoted to art instruction in grades one through twelve, including the correlation of art with teaching at all levels. Art materials and supplies for grade levels are examined. Each student pays for materials used, and all articles made by the student become the student's property. Lecture and studio four hours.

4551. Workshop in Studio/(2).SS. On Demand.

An intensive two week course to be offered in selected media: i.e., painting, sculpture, print-making, etc. Not for the Art major. Lecture and studio four hours.

4552. American Art History/(3).S.

To acquaint the student with the evolution of art in the United States from colonial times until the present. Offered alternate Spring Semesters, beginning 1978. Lecture three hours.

4553. Photographic Art Reproduction/(1). On Demand.

Basic instruction in taking, developing, and printing both slides and prints of art work for portfolio for educational purposes. Prerequisites: Art 1001, 1002, and 1003.

4554. Fibers/(3).S.

Advanced study in fiber construction with emphasis on in-depth individual exploration in one area of fiber concern. Prerequisites: Art 3012.

Lecture and studio six semester hours.

4900. Internship: Field Experience/(3-6).SS.

An on-the-job experience with artists, museums, galleries, and businesses related to the promotion of art professions.

Graduate Courses

5000. Bibliography and Research/(2-3).SS.

A study of research in art and art education, bibliographical problems, research types, tools and resources, evaluating, organizing, and reporting. The student will develop a documented research proposal. Those earning 3 semester hours credit will complete a research study and prepare a final report for publication. Lecture 2-3 hours.

5001. Sculpture/(2).S.

Emphasis on individual student experimentation on the graduate level. Lecture and studio four hours.

5002. Ancient Through Renaissance Art/(3).F.

An intensive investigation of art forms from Ancient through Renaissance Art. A graduate research paper will be required. Emphasis upon critical methods of evaluation. Lecture three hours.

5003. Baroque Through Modern Art/(3).F;S.

An intensive investigation of art forms from Baroque through Modern Art. A graduate research paper will be required. Emphasis upon methods of critical evaluation. Lecture three hours.

5004. Art As Visual Language/(3).S.

An intensive course in art criticism where techniques of analysis are approached through readings and demonstrations. A graduate research paper will be required. Emphasis upon developing a critical approach. Lecture three hours.

5005. Printmaking/(2).S.

Advanced studio work in printmaking. Designed to develop an individual sense of graphic form. Lecture and studio four hours.

5006. Constructive Design (Fibers)/(2).S.

Design with fibers on the graduate level. Broad range and in-depth exploration of fibers with research involving the place of fibers as both historical and contemporary art forms. Lecture

and studio four hours.

5007. Constructive Design (Clay)/(2).S.

Individual problems in plastic media on the graduate level. Theoretical and practical problems of the craftsman are carried out to practical solution. Conventional or creative means of reporting based on thorough research. Lecture and studio four hours.

5008. Constructive Design (Alloys)/(2).F.

Design with alloys on the graduate level. Broad range and in-depth exploration of alloys with research involving the place of alloys as both historical and contemporary art forms. Lecture and studio four hours.

5009. Teaching and Learning Processes in Art Education/(2).F.

A study of aesthetic and perceptual development of the child; aesthetic content in the work of the artist and of the child; teaching methodology, historical and contemporary, through a study of writings, philosophies and research. Lecture two hours.

5010. History and Philosophy of Art Education/(2).S.

An in-depth study of the historical philosophies and concepts of art education in western civilization which provide the basis for contemporary approaches to art education. Emphasis on the effects upon secondary and higher education. Lecture two hours.

5011. Painting/(2).F.

Graduate courses in painting. Emphasis on a professional level of accomplishment. Lecture and studio four hours.

5012. Seminar in Art Education/(2).SS.

A required course for the MAAE degree. Content based upon selected current issues in art education. A graduate research project/paper will be required. Prerequisites: Art 5009, 5010. Lecture 2 hours.

5500. Independent Study/(1-4).F;S;SS.

Graduate students may broaden and intensify their program through individual research and involvement in a given art area.

5530-5549. Selected Topics/(1-3). On demand.

Department of Biology

Chairperson: Butts

Faculty: Bond, Butts, Carpenter, Connell, Dewel, Glover, Greene, Helseth, Henson, Hicks, Hubbard, Montaldi, Randall, Robinson, Van Devender.

The Department of Biology offers the following three degrees: Master of Science, Master of Arts and the Specialist in Science. The Master of Science degree is the traditional biology degree requiring a thesis and foreign language proficiency. The Master of Arts degree is offered with teaching certification. The Specialist in Science degree requires a year's study beyond the master's.

Master of Science in Biology

Prerequisite: Undergraduate major in biology

Hours: 30 semester hours

Required Courses: BIO 4554, 5000, 5550, 5999

Language: Reading knowledge of German, French or Russian

Thesis: Required

Comprehensive: A written comprehensive examination and an oral defense of the thesis.

Master of Arts in Biology with Teacher Preparation

Community/Junior College
Secondary School Teacher

Prerequisite: An undergraduate major in biology

Hours: 30 semester hours with thesis or 36 semester hours without a thesis.

Required Courses: Twenty-four of the credits must be in biology and include BIO 4554, 4555 or 5506, 5000, 5501 or 5515, 5503, 5514 and 5550.

Professional Education Requirement: eight s.h. for the Secondary School Teacher
four s.h. for the Community/Junior College

Language: Language not required

Thesis: Optional

Comprehensive: A written and oral examination is required or written examination and defense of thesis.

Specialist in Science

Prerequisite: Master's degree in biology

Hours: Thirty semester hours beyond the Master's degree with a minimum of 24 semester hours in biology. Required courses include BIO 6610, 6520, and 6989.

Thesis: Not required but completion of independent research project (BIO 6989) is required.

Comprehensive: A written and oral examination required.

Biology Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in biology. Specific requirements in these programs are worked out jointly by the Department of Biology and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Nature Study/(3).SS.

Observation of common plants and animals; methods of collecting, organizing, and presenting nature study materials in the grades. Not open to biology majors for credit.

4551. Ornithology/(3).S;SS.

The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Prerequisites: BIO 1101-1102 or equivalent. Lecture two hours, laboratory two hours.

4552. Entomology/(3).F;S.

A comparative survey of the insecta and related arthropods with an emphasis on morphology and systematics. Methods of collecting and preserving insects are covered. Prerequisites: BIO 1101-1102 or permission of the instructor. Lecture two hours, laboratory two hours.

4553. Histology/(3).F;S.

Microscopic anatomy of the vertebrate body, including a study of the principal tissues and organs.

prerequisites: Senior standing and 16 semester hours of undergraduate biology. Lecture two hours, laboratory two hours.

4554. Genetics/(3).F;S.

A study of principles of variation and heredity governing plants and animals with special reference to man. Prerequisites: 12 hours in biology or permission of the instructor.

4555. Plant Physiology/(3).F;S;SS.

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisites: BIO 2204-2205 and CHE 1101-1102. Lecture two hour, laboratory two hours.

4556. Mycology/(3).F;SS.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture two hours, laboratory two hours.

4557. Ichthyology/(3).SS.

Ecology, distribution, taxonomy and economic

importance of fishes. Freshwater fishes will be emphasized. Prerequisites: BIO 2202 or equivalent. Lecture two hours, lab two hours.

4559. Mammalogy/(3).S;SS.

The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Prerequisite: BIO 2202 or equivalent. Lecture two hours, laboratory two hours. Alternate years and alternate summers.

4560. Herpetology/(3).F;SS.

The morphology, taxonomy, physiology, and distribution of amphibians and reptiles. Methods of collecting and preserving specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture two hours, laboratory two hours. Alternate years and alternate summers.

4561. Phycology/(3).F.

The morphology and taxonomic investigation of the major phyla of the algae. Methods of collection, isolation and culturing are covered as well as some aspects of algal physiology and ecology. Lecture two hours, laboratory two hours.

4562. Insects of Field and Stream/(3).F.

A survey course for elementary education majors involving a study of the insects of this region. Emphasis will be placed on field work, collecting, identification and general biology of the major insect orders. Lecture two hours, laboratory two hours.

4564. Electron Microscopy/(3).F.

Formal discussions of preparative techniques for electron microscopy and theoretical considerations of light and electron optics will be the subjects of the lecture portion of the course. Practical exercises in fixation, embedment, ultramicrotomy, staining, use of the electron microscope and interpretation of electron micrographs will be taught in the laboratory. Lecture two hours, laboratory two hours.

4565. Dendrology/(3).F.

An investigation of the taxonomy, ecology and silvics of the tree flora of North America. Emphasis will be on field identification of local trees. Lecture two hours, laboratory two hours.

4580. Field Biology of Continental U.S.A./ (5).SS.

Ecological investigations of major habitats in the U.S. Prerequisites: 16 hours in biology and con-

sent of the instructor.

4590. Biometrics/(2).S.

A descriptive treatment of statistical techniques used in collecting and analyzing data from biological systems. Areas considered are: statistical descriptions of biological systems; design of investigations including hypothesis testing and analysis of variance; analysis of statistical techniques currently used in biological journals; techniques of computer usage, especially "canned" programs like BMDP. Prerequisite: Statistics 3810 or permission of the instructor.

4900. Internships in Biology/(1-6).F;S;SS.

Practical biological experiences in federal, state, and local agencies.

Graduate Courses

5000. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research, the literature and methods of scientific writing. Required in the first semester of beginning graduate students.

5500. Independent Study/(1-4).F;S;SS.

5501. Animal Ecology/(3).F;SS.

Organization, structure, dynamics of ecosystems and component populations, emphasizing quantitative and experimental aspects of ecology. Lecture two hours, laboratory two hours.

5502. Freshwater Biology/(2).SS.

A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture one hour, field work two hours.

5503. Basic and Applied Microbiology/(3).S;SS.

Lecture, laboratory and field trips dealing with the underlying principles and applications of techniques used in ecological, industrial and medical microbiology. Lecture two hours, laboratory work to be arranged by instructor. Prerequisite: BIO 3308.

5504. Taxonomy of Vascular Plants/(3).SS.

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours.

5506. Animal Physiology/(3).S.

Physiology of the sensory, nervous, muscular, circulatory, and respiratory systems; elimination, excretion, reproduction and hormone coordination. Laboratory experiments, reports and readings. Lecture two hours, laboratory two hours.

5508. Biogeography/(3).F.

The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geographical units. Alternate years

5509. Evolution/(3).F;SS.

Nature of evolutionary mechanisms, evidence of evolution, adaptations and trends. Alternate years.

5512. Local Flora/(3).SS.

A course designed specifically for elementary school teachers. A study of the common flora and economic plants of North Carolina including the collection, common name identification, and methods of preservation. Lecture two hours, laboratory and field work two hours.

5514. Plant Anatomy and Morphology/(3).S;SS.

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours.

5515. Plant Ecology/(3).F;SS.

A study of plant communities, major plant formations and plant succession as well as factors of soil, climate and habitat. Laboratory includes sampling techniques and methods of measuring environmental factors. Lecture two hours, laboratory two hours.

5517. Parasitology/(3).S;SS.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours.

5520. Developmental Biology/(3).S;SS.

An investigation of fundamental patterns and principles of the development of organisms. The establishment of form and function is examined as an expression of the genetic endowment of the organism. Prerequisite: BIO 4554.

5522. Bryology/(2).S.

Taxonomy, morphology, and ecology of the

mosses and liverworts. Lecture one hours, laboratory two hours.

5530-5549. Selected Topics/(1-3). On Demand.

5550. Seminar/(1).F;S.

Presentation of one research paper for each year of full-time graduate study. One hour credit given during the semester in which paper is presented.

5555. History of Biology/(3).S;SS.

A survey of the history of biology with special emphasis upon experiments which have led to the discovery of the more important biological principles and concepts.

5989. Master's Research/(1-9).F;S;SS.

May be repeated for credit for a maximum of 9 hours which do not count toward the degree. Designed to provide time for thesis research. Open only to students in the M.S. or M.A. thesis option. Graded on S/U basis only.

5999. Master's Thesis/(4).F;S.

Graded on S/U basis only.

6500. Independent Study/(2-4).F;S;SS.

Student selects an area of investigation which must be approved by instructor and advisor.

6520. Teaching Apprenticeship/(4). On Demand.

Restricted to students in the Biology Sc.S. Program. This required course provides a teaching experience in undergraduate courses under direct supervision of a graduate faculty member. Specific objectives will be determined in a conference between the student and the graduate faculty member involved. Graded on S/U basis only.

6530-6549. Selected Topics/(1-3). On Demand.

6610. Advanced Seminar in Current Research Topics/(2).S.

Lectures, readings, and discussions dealing with biological principles and theories.

6614. Current Topics in Molecular Biology/(3).F.

Recent advances in biology at the subcellular level. Lecture and laboratory.

6618. Advanced Bacteriology/(2).S.

Modern techniques and procedures in

bacteriology, including instrumental and biochemical methods of analysis and interpretation of data.

6989. Independent Research/(1-8).F;S;SS.

A total of 8 hours credit is required for this course and may be taken in blocks of 1-8 hours. Results of the research must be reported in a scientifically acceptable manner. Graded on S/U basis only.

GENERAL SCIENCE

4401. Methods of Elementary School Science/(3).F;S.

A survey of scientific principles, concepts and national curricula taught in elementary schools. Emphasis is placed upon the development of materials, demonstrations and experiments appropriate for integration into the total curriculum. Directed scheduled, field experiences will be assigned in the local elementary schools. Satisfactory completion of the practicum assigned is required for credit in the course.

4402. Science Teaching in the Middle School/(3).F;SS.

A study of the implementation techniques for the prospective middle school teacher based upon science principles mastered in the science content courses. Investigative techniques and environmental concern will be emphasized.

Senior/Graduate Courses

4550. Science in the Elementary School/(2).SS.

A course designed for teachers with limited science background. Basic concepts, use of simple materials for demonstrations, and the problem solving approach are stressed. Lecture and demonstrations. Available as a workshop.

Graduate Courses

5510. Environmental Education/(2).S;SS.

A study of environmental problems relevant to man. Designed primarily for elementary education majors.

Department of Business Education and Office Administration

Chairperson: Eckert

Faculty: Allen, Eckert, Geary, Roy, Vanderpool, Walker

The College of Business, through the Department of Business Education and Office Administration, offers the Master of Arts in Economics and Business with business teacher training. Students interested in graduate work are encouraged to talk with the graduate coordinator in the College of Business.

Master of Arts in Economics and Business

The objective of the major in Business Teacher Education is to prepare teachers of business and business related subjects. Two teaching areas are available: Area I—two-year colleges, and Area II—secondary schools.

Undergraduate prerequisites include ECO 2030, 2040, ACC 2200, FIR 3680, MKT 3050, MGT 3151, MGT 3650, BE 2150, and 2660, statistics and calculus. Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite

courses may also be waived through written examination if the student feels academically prepared through appropriate business experience. There is a \$20 fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted on a "provisional" basis until the prerequisites are completed. The program requires a minimum of 36 semester hours. A thesis (six hours credit) is optional, and no foreign language is required.

The graduate curriculum requires 24 hours in the College of Business to include:

BE 5000	Bibliography and Research
MGT 5150	Behavioral Applications in Business
ECO 5160	Economic Analysis
MGT 5750	Business Strategy in a Dynamic Environment (MGT 4750 Business Policy may substitute for MGT 5750 with special permission of the advisor.)

The remaining 12 hours are approved electives to be chosen in consultation with the Graduate Advisor.

Twelve hours are required in Business Teacher Education. For Area I (Two-Year College Education), required courses include:

AH 5420	The Community/Junior College and Technical Institute
AH 5440	Instruction in Postsecondary Institutions
CR 4560	Measurement and Assessment

and 5 to 6 hours in professional business education as recommended by the Graduate Advisor.

For Area II (Secondary Education), required courses include:

CR 4560	Measurement and Assessment
AH 5060	Curriculum Planning
	or
SE 5620	Secondary School Curriculum
AH 5470	Social Foundations of Education
	or
AH 5350	Philosophy of Education
PSY 4555	Advanced Educational Psychology
PSY 5565	Psychology of Adolescence

plus three to four hours in professional business education as recommended by the Graduate Advisor. It is necessary for a student to hold a Business Teacher Certificate to complete the MA option in Area II (Business Secondary Education).

All students must develop a program of study with the Graduate Advisor. All students in the M.A. in economics and business program will take a comprehensive examination during their last term of study.

Application for admission to the M.A. in business teacher education program will be

open to any graduate of an accredited four-year baccalaureate program. Admission will be on a competitive basis, with admission granted only to students showing high promise of success in post graduate business study. The following admissions formula will be used: at least 950 points based upon the GMAT (Graduate Management Admission Test) score plus 200 times the overall GPA (4.0 system), or at least 1000 points based upon the GMAT score plus 200 times the **upper division** GPA. The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work and experience may also be considered in the admission process. Three favorable letters of reference are also necessary for admission.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4510. Office Management/(3).S.

Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledges and techniques used to reduce and control office costs. Prerequisite: BE 3380.

4610. Coordination Techniques and Job Analysis for Vocational Business and Distributive Education/(3).F;SS.

An analysis of the job in which prospective students are placed in a cooperative office and/or distributive education program and methods and techniques of coordinating the work.

4690. Data-Base Processing/(3).S.

This course introduces the student to the properties, logic, design, implementation, and accessing of business data-bases as contrasted to conventional data file creation and maintenance techniques. particular emphasis is placed upon the CODASYL approach to data-base management and processing, which focuses more on the logical nature of a data-base than its physical characteristics. CODASYL data-base programming assignments are drawn from the fields of business and government. Prerequisite: BE 3670.

4750. Management Science Techniques/(2).On Demand.

A study of the interrelationships between management functions and the data processing environment. The impact of automation upon operations management is included.

4790. Current Topics in Information/(3).F;S.

Advanced topics in the field of Business Data Pro-

cessing will be studied. These topics may include but are not limited to Data Communications, Advanced Systems Analysis, Distributed Processing Systems, Micro-processing and/or Business Software Packages. Prerequisite: BE 3550, and 3670 or permission by instructor.

4810. Seminar/(3).On Demand.

4850. Management of Occupational Education Youth Organizations/(3).S.

A study of how to organize and administer youth organization in occupational business and distributive education in order to establish an excellent learning situation.

4851. Organization and Administration of a Distributive Education Program/(3).F.

A study of the philosophy, practices, and procedures used in the organization and administration of an occupational distributive education program.

4852. Methods in Distributive Education/(3).S;SS.

A study of approved methods of teaching distributive education. Prerequisites: SE 3040 and PSY 3302.

4910. Seminar: Hospital and Health Law/(3).F.

This course is designed to provide students with a background in hospital law principles, emphasizing particularly the basis of liability of public and private hospitals.

4920. Law and Business Regulation/(3).S.

This course explores the legal problems created by the thrust and magnitude of the governmental regulatory agency. Specific agencies such as the SEC, the FTC, the EEOC, and the EPA will be examined. Case examples will be used to

demonstrate the interaction between the regulatory process and the courts. Prerequisite: BE 2150.

Graduate Courses

5000. Bibliography and Research/(3).F.

A study of bibliographical problems, types of research, and organization and reporting of research.

5050. Current Problems in Business Education/(2). On Demand.

Problems in organizing and administering business education programs.

5060. Instruction in the Secretarial Subjects/(2).On Demand.

Trends and research in the teaching of shorthand, typewriting, and related subjects.

5070. Instruction in the Basic Business Subjects/(2).On Demand.

Objectives, organization of the curriculum, instructional materials, and methods of instruction of the basic business subject.

5080. Business Report Writing/(2).On demand.

A study of business report writing required of men and women in their professional careers in business, industry, education, and government. Emphasis is on concepts in creative and functional aspects in understanding the problems, gathering

and organizing data, and writing reports for management, employees, and the public.

5100. Administration and Supervision of Vocational Office Education/(3).On Demand.

A study of principles, practices, and techniques of organizing and supervising vocational office education programs.

5210. Methods of Developing Economic Concepts/(2).On Demand.

A study of basic economic concepts and how they can be developed by students of economics and related fields.

5500. Independent Study/(1-4).F;S.

5530-5549. Selected topics/(1-3).On Demand.

5650. Automatic Data Processing for Business Teachers/(3).On Demand.

Emphasizes the problems and techniques encountered in the teaching of data processing at the public school, technical institute, and community college levels. This course will cover introductory data processing concepts, unit record hardware, key-punch operation, flow-charting techniques, and elementary terminal communication. Prerequisite: graduate standing.

5999. Master's Thesis/(6).F;S.

Graded on S/U basis.

Department of Chemistry

Chairperson: Brown

Faculty: Bowkley, Brown, Buchanan, Miles, Olander, Rhyne, Sink, Soeder

The Chemistry Department offers the Master of Science, and the Master of Arts in junior college or secondary school teaching. The Master of Science is a professional degree, preparing graduates for careers as professional chemists or for more advanced graduate work at the Ph.D. level. Both degrees require a research project and a thesis, and all graduate students are required to participate in weekly seminar discussion periods each semester in residence.

Master of Science in Chemistry

Prerequisite: undergraduate major in chemistry

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Hours: 30, including a thesis for four hours

Required Courses: The following chemistry courses are required: 5002 (to be taken fall semester of the first year), 5050, 5060, 5070, 5090, and 5999. The remaining semester hours, for a total of 30 semester hours, will be elected from courses in chemistry numbered 4500 and above, and approved physics and mathematics courses.

Language: A reading knowledge of German, French, or Russian

Thesis: required

Comprehensive: required

Master of Arts in Chemistry with Teacher Preparation

Community/Junior College
Secondary School Teacher

Prerequisite: undergraduate major in chemistry

Hours: 30, including a thesis for four hours

Required Courses: A minimum of four semester hours credit is required in education and psychology (eight semester hours credit required for secondary certification). The following chemistry courses are required: 5002 (to be taken fall term of first year), 5050, 5060, 5070, 5090 and 5999.

Professional Education Requirements: eight s.h. for the Secondary School Teacher
four s.h. for the Community/Junior College

Language: not required

Thesis: required

Comprehensive: required

Chemistry Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in chemistry. Specific requirements in these programs are worked out jointly by the Department of Chemistry and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

*Senior/Graduate Courses***4550. Inorganic Reaction Mechanisms/(3).S.**

A study of the kinetic and mechanistic nature of inorganic reactions. Included are substitution reactions of octahedral and square planar complexes, the stereochemistry of substitution reactions, isomerization and racemization reactions, oxidation and reduction reactions. Prerequisite CHE 3404. Lecture three hours.

4560. Instrumental Methods of Analysis/(4).F.

A study of some of the modern instrumental methods of analysis including electrochemistry, atomic and molecular spectroscopy, magnetic resonance spectrometry, mass spectrometry and gas chromatography. Prerequisite: CHE 2210. Lecture three hours, laboratory three hours.

4570. Physical Chemistry III/(3).F.

A study of theories of bonding and structure, including molecular symmetry, group theory and quantum mechanics, the molecular orbital theory, the ligand field theory and excited states. Prerequisite: CHE 3302. Lecture three hours.

4580. Biochemistry I/(3).F;S.

This course covers the properties of amino acids, proteins, carbohydrates, lipids and nucleic acids and presents a brief introduction to enzymology. Major emphasis is on the chemistry of biological compounds. An introduction to intermediary metabolism is also presented. Prerequisite: CHE 2202. Lecture three hours.

4581. Biochemistry I Laboratory/(1).F;S.

Experimental investigations which supplement the study of the topics in biochemistry. Chemistry 4580 is co-requisite or prerequisite to Chemistry 4581. Laboratory three hours.

4582. Biochemistry II/(3).S.

This course will cover the intermediary metabolism of amino acids, nucleic acids, carbohydrates and lipids. Metabolic pathways and their associated enzymes are emphasized. Prerequisite: CHE 4580 with CHE 3301 recommended but not required. Lecture three hours.

4590. Spectral Interpretations/(2).F.

A study of the use of spectral data for the identification of organic compounds. Techniques will include UV, IR, NMR, MS, ORD and CD in the identification process. Prerequisite: CHE 2202. Lecture two hours.

4591. Qualitative Organic Analysis Laboratory/(2).F.

Development of techniques for the separation, purification, identification and complete characterization of unknown organic compounds. Emphasis will be placed on classical reaction methods. Prerequisite: CHE 2202. Laboratory six hours.

4600. Selected Topics/(1-4). On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Upper-division status or departmental permission.

4610. History of Chemistry/(3).S.

A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas and theories. Prerequisite: a year of introductory chemistry. Lecture three hours.

*Graduate Courses***5002. Chemical Literature/(1).F.**

A study of the literature of chemistry with literature search and bibliographic methods introduced. To be taken fall term of first year. Lecture one hour.

5050. Advanced Inorganic Chemistry/(4).F.

An investigation of inorganic stereochemistry, atomic orbitals, Valence Bond Theory, the Pauli Exclusion Principle, Molecular Orbital Theory, equivalency of orbitals, the chemistry of the transition elements, and discussion of chemistry of the elements, according to type, with regard to coordination number and stereochemistry. Lecture four hours.

5060. Advanced Analytical Chemistry/(4).S.

A study of the methods of chemical analysis using atomic and molecular spectroscopy, magnetic resonance, mass spectrometry, and electrochemical methods of analysis including electrogravimetric methods, coulometry, potentiometry, amperometry, polarography, and stripping analysis. Prerequisite: CHE 4560. Lecture four hours.

5070. Advanced Physical Chemistry/(4).F.

Rigorous treatment of the laws of thermodynamics and statistical mechanics. Applications to gases, solutions and other condensed phases, studies of surface effects. Lecture four hours.

5090. Advanced Organic Chemistry/(4).S.

A study of the type reactions of organic molecules. Nucleophilic aliphatic substitution, electrophilic aromatic substitution, addition to multiple bonds, free radical reactions and rearrangements. Lecture four hours.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3). On De-

mand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: graduate status.

5999. Master's Thesis/(4).F;S;SS. Graded on S/U basis only.

Department of Community Planning and Geography

Chairperson: Imperatore

Faculty: Gade, Imperatore, Reiman, Stillwell, Winsor

The department offers two programs leading to the Master of Arts degree with a major in social science. For information on the curriculum for a major in social science with a concentration in geography, leading to the Master of Arts degree for junior college teaching, refer to index.

The department offers a Master of Arts degree in geography with liberal arts and education options. All students must take Geography 4800, 5000, 5100, 5110, 5130 and 5350. Geography 5000 and 5350 should be taken during the first 12 semester hours of work.

The liberal arts options requires a minimum of 30 semester hours, including a thesis; **plus** a reading knowledge of a modern foreign language **or** the equivalent of 12 semester hours in undergraduate statistical and/or computer applications. For the non-thesis component of this option, see the departmental chairperson.

The education option requires 24 semester hours in geography including Geography 5300 and a thesis or internship; plus a graduate minor in education approved by the student's advisor and an appropriate representative of the College of Learning and Human Development.

Geography Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in geography. Specific requirements in these programs are worked out jointly by the Department of Geography and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4800. Quantitative Methods in Geography and Planning/(3).S.

The study of the quantitative methodology relating to the analysis of relationships between man and his physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: STAT 3810 or consent of instructor.

4900. Internship in Geography and Planning/(3-12).F;S;SS.

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required.

Graduate Courses

5000. Bibliography and Research/(3).F.

5020. Southern Appalachia/(3). On Demand.

An examination of the physical and cultural environments of Southern Appalachia. The problems of the region will be explored as they relate to land forms, resource exploitation, and the philosophical underpinnings of the people.

5100. Problems in Physical Geography/(3).S.

An exploration of special problems related to physical geography. The subject matter of this course will vary and, barring duplication of subject matter, a student may repeat the course for credit.

5110. Regional Analysis/(3).F.

Analysis of regional theory and method in geography and planning. Seminar discussions and case studies.

5130. Cultural Environmental Analysis/(3).F.

Spatial aspects of social processes and patterns,

including: territoriality; micro, meso, and macrospace; perception of the natural and social environment; cognition; spatial interaction; communication/diffusion; migration; ethnic and racial minorities; urban residential patterns; and urban pathologies. The focus is on Anglo-America with solutions to contemporary problems stressed.

5350. Theory and Method in Geography/(3).F.

The nature and evolution of the discipline of geography. Major themes in geographic analysis, their postulates, concepts, and theoretical evolution and contribution. The place and future of geography among the physical and social sciences.

5400. Planning Process/(3).F.

The planning process is explored in detail by examining the roles and relationships of planning agencies/functions at the various levels of government and in the private sector. The functions and goals of planning are also approached from a topical point of view in order for the student to see how continuous planning enhances decision-making processes. Selected planning theories/techniques are reviewed and evaluated.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3). On Demand.

5900. Internship in Geography/(3-12).F;S;SS.

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning. For the Master of Arts (teacher certification program) the internship involves teaching one or more geography courses in an appropriate setting. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required.

5999. Master of Arts Thesis/(4).F;S;SS.

COMMUNITY AND REGIONAL PLANNING

Senior/Graduate Courses

4700. Project Management/(3).S.

An orientation to the overall process of acquiring funds from external sources including proposal writing, clearinghouse procedures, environmental

impact assessment, and project management procedures. Open to geography, planning, political science and recreation majors. Others by permission of instructor.

4800. Quantitative Methods in Geography and Planning/(3).S.

The study of the quantitative methodology relating to the analysis of relationships between man and his physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: STAT 3810 or consent of instructor.

4810. Microcomputers in Planning and Geography/(3).S.

This course introduces students to microcomputer applications in planning and geography with emphasis on graphics, mapping and geographic information system capabilities.

4820. Theory, Philosophy and Ethnics of Planning/(3).F.

This course is designed to deal with the general body of knowledge that is needed by the professional planner in his interactions with both his clientele and other decision-facilitators. The course also will stress those values, attitudes,

perceptions and moral implications which are embodied in the planning function.

4830. Senior Practicum/(3).S.

A capstone experience in which the student prepares a project proposal and project plan incorporating the philosophy and techniques of the planning profession. The project is presented before the planning faculty and majors. For planning majors only. Graded on S/U basis.

4900. Internship in Geography and Planning/(3-12).F;S;SS.

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required.

5530-5549. Selected Topics/(1-3).

Department of Counselor Education and Research

Chairperson: Badders

Faculty: Atkins, Badders, Greene, Harrill, Hatch, G. Hubbard, W. Hubbard, McIntire, Mulgrew, Padgett, Robinson, Sack, Stege, Strickland, Tuttle

The Department of Counselor Education and Research is responsible for organizing and providing instructional programs in counselor education and educational research. The department offers courses of instruction leading to a Master of Arts degree in Counselor Education (42-48 semester hour programs) with the following options:

1. The Agency Counseling program is designed to prepare counselors and other "helping" professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, employment and rehabilitation centers, business and industry employee assistance programs, etc.). Various specialized course emphases are available.
2. The Certified School Counseling program is designed to meet state certification requirements and to prepare counselors for elementary, middle, and secondary schools. (Prerequisite: a North Carolina "A" teaching certificate, its equivalent, or a supervised public school internship.)
3. The Student Development program is designed to prepare counselors and other student development (student personnel/student affairs) specialists who wish to

work in a post-secondary educational setting (universities, four-year colleges, community colleges, and technical institutes/colleges.

A School Psychologist, Level II option, a 60-66 semester hour joint program with the Psychology department, leads to a Master of Arts in School Psychology (including a Certificate of Advanced Study) and is designed to meet state certification requirements for Level II school psychologists.

The Educational Specialist Degree (Ed.S) in Counselor Education is a degree program for persons holding a master's degree or its equivalent in school counseling or student development. Programs are individualized to take into consideration the number and type of courses in the applicant's master's degree program with a total of 66 semester hours of approved courses required in the combination of master's degree program plus Ed.S. program. A minimum of 18 semester hours of approved courses are required in the Ed.S. program at Appalachian State University. Concentrations are available in school counseling (public school K-12) and student development (post-secondary institutions).

The department also provides the courses in educational research, measurement and assessment, and human relations for the College of Learning and Human Development. These research courses and several of the counselor education courses are valuable for majors in other departments. A course in life and career planning is offered for university undergraduate students.

A student proposing to major in any of the counselor education programs or to seek certification through the department must be admitted to the Graduate School and/or be advised by the advisors in the Department of Counselor Education and Research prior to taking any course.

Program Requirements/Options

The basic requirements for each program/track are listed below. In addition to the curriculum listed under each program, these three items apply to the Agency Counseling, Certified School Counseling, and Student Development programs.

1. Students who have not had a previous course in statistics will take CR 4600.
2. Students who have taken certain Counselor Education & Research courses as undergraduates at the 4500-4900 level (i.e. 4570, 4680, 4790, 4840, or 4870) and for which they received a grade of B (3.0) or better may, upon the approval of the track committee, waive up to six hours of their graduate program. (A minimum of 42 semester hours is required in the non-thesis program.)
3. A thesis option is 38 hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total.

Agency Counseling

Students majoring in the Agency Counseling track/curriculum leading to a Master of Arts degree in Counselor Education will take the courses listed below. This program is designed to meet the need for advanced preparation of counselors and other "helping"

professionals who work in a wide variety of human service agencies (including mental health centers, social service agencies, employment and rehabilitation centers, business and industry employee assistance programs, and others). In addition to the core curriculum, students can select from a variety of elective courses which will help meet their individual career objectives. Specialized emphases are available as listed below. The elective courses will be chosen in cooperation with the student's departmental advisor.

CR 5120.	Introduction to Agency Counseling	3
CR 4790.	Group Methods and Processes	3
CR 4840.	Human Relations and Interaction	2
CR 5000.	Research in Education	3
CR 5140.	Psychological and Educational Testing	3
CR 5210.	Life/Career Planning: Information and Skills	3
CR 5220.	Counseling Theory and Techniques	3
CR 5900.	Practicum in Counseling	3
CR 6450.	Seminar in Agency Counseling	3
CR 6900.	Internship in Agency Counseling	6
	Emphasis and Guided Electives	10-16
	Total	42-48

Emphases (every student to select one):

- (1) Group Therapy/Counseling
 - CR 6720 Group Counseling/Therapy (3)
 - CR 5900 Practicum in Group Leadership (3)
 - CR 6900 Internship (6)
 - (2) Marriage and Family Counseling**
 - CR 5270 Theories of Marriage & Family Counseling (3)
 - CR 6270 Marriage & Family Counseling: Clinical Issues (3)
 - CR 6900 Internship (6)
 - (3) Addictions Counseling
 - SOC/CR 4570 The Addictive Process (3)
 - CR 5570 Counseling the Addicted Person (3)
 - CR 6900 Internship (6)
 - (4) Other
 - Special emphases may be designed around specific student interests (e.g. employee assistance programming; counseling the aging; etc.) (12)
- (Note: The internship listed under each emphasis is the same internship listed above in courses normally required.)

Elective courses - The following courses are listed as suggested electives and are seen as being particularly relevant for a "typical" student in the agency counseling track. Others may be chosen based upon a student's interests and career goal and when approved by his/her advisor.

PSY 5550.	Theories of Personality	3
PSY 5552.	Advanced Abnormal Psychology	3
PSY 5700.	Psychological Assessment I	3

SOC 4550.	The American Social Welfare System	3
SOC 4552.	Introduction to Social Work	3
SOC/CR 4570.	The Addictive Process	3
CR 4680.	Counseling the Aging	3
CR 5270.	Theories of Marriage & Family Counseling	3
CR 5710.	Helping the Troubled Employee	3
CR 6350.	Bodymind	3
CR 6700.	Individual Behavior	2
CR 6710.	Human Sexuality	3

Internship: The Internship (CR 6900) is designed to be a full-time learning experience in an agency setting. These placements are arranged through consultation with the student's advisor. In most cases these placements will be with agencies outside of the immediate Boone area. Part-time students already employed in agency settings may, with permission, complete their internship within the context of their work setting.

National Certification: Graduates of this program with appropriate experience will be eligible to take an examination given by the National Academy of Clinical Mental Health Counselors. Successful completion of this examination will qualify the individual to become a Certified Clinical Mental Health Counselor.

****The Marriage and Family Counseling emphasis is not specifically designed to meet the certification requirements of the American Association for Marriage and Family Therapy.**

Certified School Counseling

(Prerequisite: A North Carolina A Certificate, its equivalent or a Supervised Public School Internship)

Students majoring in the School Counseling track/curriculum leading to a Master of Arts degree in Counselor Education and North Carolina certification as a school counselor will take the courses listed below. Although state certification is for K-12, each student should choose and follow either the Elementary/Middle School emphasis or the Secondary School emphasis in choosing electives. Other elective courses will be chosen in cooperation with the departmental advisor.

Each student should see his/her advisor prior to registering.

Required Courses

CR 5310.	Theory and Practice of Guidance	3
CR 4790.	Group Methods and Processes	3
CR 5000.	Research in Education	3
CR 5140.	Psychological and Educational Testing	3
CR 5210.	Life/Career Planning: Information and Skills	3
CR 5220.	Counseling Theory and Techniques	3
CR 5750.	Legal and Ethical Issues in Counseling and Student Development	3
CR 5900.	Practicum in Counseling	3

CR 6450. Seminar in School Counseling	3
CR 6620. Consultation with Parents and Teachers	3
CR 6900. Internship in School Counseling	5
Societal Forces and Cultural Change. (If student does not have an undergraduate major or minor in sociology, political science, economics, or anthropology, a three semester hour sociology course must be taken. If this major/minor requirement is met, three semester hours of electives will be selected by the student in cooperation with the advisor.)	3
Guided Electives	4-10
TOTAL	42-48

Examples of Guided Electives:

Elementary/Middle School Emphasis

CR 4840. Human Relations and Interaction	2
CR 4870. Guidance Services in the Elementary School	2
CR 5500. Independent Study	1-3
SPE 4576. Introduction to Learning Disabilities	3
SPE 4582. Advising and Consulting with Families of Exceptional Children	4
SPE 4600. Behavior Management	2
SPE 4601. Classroom Management and Intervention Strategies	3
PSY 4550. Psychology of Personality	3
PSY 4700. Behavior Modification	3
PSY 5560. Child Psychology	2-3
PSY 6100. Advanced Developmental Psychology	3
RE 4720. Diagnostic and Remedial Reading	3
Others as approved by advisor	

Secondary School Emphasis

SOC/

CR 4570. The Addictive Process	3
CR 4840. Human Relations and Interaction	2
CR 5500. Independent Study	1-3
CR 6710. Human Sexuality	3
CR 6720. Group Counseling/Therapy	3
SPE 4576. Introduction to Learning Disabilities	3
SPE 4582. Advising and Consulting with Families of Exceptional Children	4
SPE 4600. Behavior Management	2
SPE 4601. Classroom Management and Intervention Strategies	3
PSY 4550. Psychology of Personality	3
PSY 4700. Behavior Modification	3
PSY 5550. Theories of Personality	3
PSY 5565. Adolescent Psychology	2-3
PSY 6100. Advanced Developmental Psychology	3
RE 4720. Diagnostic and Remedial Reading	3

Others as approved by advisor

Note: In both required courses and guided electives, students are required to become familiar with the special needs and problems of the exceptional child and with methods of assisting youth with special needs.

Student Development

Students majoring in the Student Development track/curriculum leading to a Master of Arts degree in Counselor Education will take the courses listed below. This track is for those who wish to become counselors and/or other student development specialists (e.g. financial aid officers, career planning and placement directors, co-curricular coordinators, etc.) in colleges or technical institutes. Elective courses will be chosen in cooperation with the departmental advisor.

Each student should see his/her advisor prior to registering.

CR 5410. Student Development Functions	3
CR 4790. Group Methods and Processes	3
CR 5000. Research in Education	3
CR 5140. Psychological and Educational Testing	3
CR 5210. Life/Career Planning: Information and Skills	3
CR 5220. Counseling Theory and Techniques	3
CR 5750. Legal and Ethical Issues in Counseling and Student Development	3
CR 5900. Practicum in Counseling	3
CR 5900. Practicum in Student Development	2
CR 6450. Seminar in Student Development	3
CR 6500. Independent Study	2-4
CR 6900. Internship in Student Development	4
A course in Higher Education	2-3
Guided Electives in Support of Emphasis	2-11
Total	42-48

Emphasis (every student to select one):

Administrative, Counseling, or Developmental

The student will plan, in cooperation with the advisor, how to emphasize one of these areas by utilizing electives, independent study, practicum, internship, and choices within certain courses.

School Psychology

The joint program in School Psychology leading to a Master of Arts degree consists of a minimum of 60 semester hours with a thesis and 66 semester hours without a thesis. Upon completion of the requirements the student will also be awarded a Certificate of Advanced Study and will be eligible for certification as a Level II School Psychologist in North Carolina. Specific requirements are as follows:

Guideline I. Psychology of Learning Difficulties of Children

PSY 4555. Advanced Educational Psychology	2
SPE 5540. A Study of Child Variance	3
CR 6620. Consultation with Parents and Teachers	3
RE 4720. Diagnostic and Remedial Reading	3
SPE 4571. Introduction to Emotional Disturbance	3
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Guideline II. Techniques of Measurement and Evaluation	
CR 5140. Psychological and Educational Testing	3
(CR 4600 or equivalent is prerequisite)	
PSY 5700. Psychological Assessment I	3
PSY 5701. Psychological Assessment II	3
(PSY 5700 and Abnormal Psychology are prerequisites)	
CR 5660. Psychoeducational Assessment	3
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	12

Guideline III. Personality Development and Dynamics of Human Behavior	
PSY 5710. Behavior Change 1	
OR	
PSY 4700. Behavior Modification	3
PSY 5550. Theories of Personality	
OR	
PSY 5552. Advanced Abnormal Psychology	3
PSY 5560. Child Psychology (2-3)	
OR	
PSY 6100. Advanced Developmental Psychology (3)	2-3
PSY 5565. Adolescent Psychology	2-3
CR 5220. Counseling Theory and Techniques	3
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	13-15

Guideline IV. Research and Statistics	
CR 5000. Research in Education	
OR	
PSY 5000. Research Problems	3
CR 5870. Statistical Applications in Education	2
CR 6000. Seminar in Research Design (3)	
(May be taken while on Internship)	
OR	
CR 5999. Master of Arts Thesis (4)	
OR	
PSY 5999. Master of Arts Thesis (4)	3-4
	<hr/>
	8-9

Guideline V. Professional Development, Curriculum, and Supervised Experiences	
PSY 5810. Functions of the School Psychologist	3

SPE 5576. Advanced Diagnostic Prescriptive Teaching (4)

OR

SPE 5574. Instructional Strategies in Learning Disabilities (3)

OR

AH 5060. Curriculum Planning (2-3) 2-4

CR 5900. Supervised Practicum in School Psychology 4

PSY 6900. Internship: School Psychology II 6

15-17

TOTAL 66

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4560. Measurement and Assessment/(2).

F;S;SS.

Basic course for elementary, secondary, and junior college teachers which stresses the construction and use of teacher-made tests.

4570. The Addictive Process/(3).F;S;SS.

An examination of sociological and psychological contributors to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. Prerequisite: Sociology 2201 or permission of the instructor.

4600. Educational Statistics/(2).F;S;SS.

A study of the basic statistical procedures in education including measures of reliability, variability, correlation, central tendency, and problems of sampling.

4680. Counseling the Aging/(3).F.

This course is designed to aid individual undergraduate and graduate students interested in gerontology to: understand and appreciate aging as a lifelong process; pay attention to three phases of adulthood with concomitant "developmental tasks" and problems; and to understand counseling strategies applicable to each phase of life being studied.

4790. Group Methods and Processes/(3).

F;S;SS.

A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings.

4840. Human Relations and Interaction/

(2).F;S;SS.

Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills, such as Carkhuff/Gazda scales, Parent Effectiveness Training, Teacher Effectiveness Training, Transactional Analysis, values clarification, psychodramatic techniques, etc. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies.

4870. Guidance Services in the Elementary School/(2). On demand.

Designed primarily for those who are preparing to become counselors at the elementary school. Emphasis is given to philosophy, organization, maintenance and use of records, variety and use of tests, play therapy concepts, consultation with teachers and/or parents.

4900. Internship in Public Schools/(1-9).On Demand.

Designed for school counselor graduate students who do not possess an "A" teaching certificate and who must have an extended internship in a public school setting prior to obtaining a "G" certificate. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on the S/U basis only.

Graduate Courses

5000. Research in Education/(2-3).F;S;SS.

A study of the various types of research and the logical organization of research and reporting. In addition to becoming acquainted with the primary

educational resources for research, the student will develop a research proposal. Those taking the course for three semester hours credit will have additional exposure on statistical concepts involved in educational research. This course is required (usually in the first semester) for all persons working for Master of Arts degrees in any area of education and industrial arts.

5100. The Teacher as a Counselor of Early Adolescents/(2).S.

This course is designed to acquaint teachers of early adolescent youth with appropriate counseling techniques and other interactional processes needed to become effective teachers. Emphasis will be placed on the special needs of middle school youth.

5120. Introduction to Agency Counseling/(3).F;SS.

An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined.

5140. Psychological and Educational Testing/(3).S;SS.

A study of representative psychological and educational tests/inventories including the rationale which underlies testing. Prerequisite: CR 4600 or previous course in statistics.

5210. Life/Career Planning: Information and Skills/(3).F;S;SS.

Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

5220. Counseling Theory and Techniques/(3).F;S;SS.

Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and "problems" will be stressed.

5270. Theories of Marriage and Family Counseling/(3).S.

An in-depth study of the basic theoretical approaches to marriage and family counseling including psychodynamic systems, behavioral, and

eclectic approaches. Prerequisite: a course in the development of the family (e.g. Sociology 4800)

5310. Theory and Practice of Guidance/(3).F.

A study of public school guidance and counseling programs, including methods of guiding students, and purposes, organization, present status, and evaluation of guidance and counseling activities.

5410. Student Development Functions/(3).F.

A basic course introducing the issues and processes involved in working with college students in a non-instructional capacity. Attention is given to the philosophy, organization, staffing, resources, and functions (admissions, registration, financial aid, health, counseling, co-curricular activities, housing, and placement) which comprise effective student personnel/development programs.

5500. Independent Study/(1-4)F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

5570. Counseling the Addicted Person/(3).F.

An indepth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: CR 4570.

5660. Psychoeducational Assessment and Interpretation/(3).F.

A study of various individually administered educational, intelligence, and psychomotor assessment techniques used in the public schools (excluding the Weschler and Stanford-Binet Scales). Emphasis will be placed on administration and interpretation of the instruments and on the writing and legal implications of psychological evaluations. Supervised practice in test administration will be provided.

5710. Helping the Troubled Employee/(3).S.

An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, stu-

dent projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

5750. Legal and Ethical Issues in Counseling and Student Development/(3).S;SS.

A study of current legal and ethical issues confronting the counselor, teacher, administrator, and other student development specialists. Topics include tort liability, confidentiality, privacy, libel and slander, due process, and other important concepts and actions resulting in legal and ethical questions.

5870. Statistical Applications in Education/(2).F;SS.

Advanced statistical methods and analysis as applied to education.

5900. Internship/(1-9).F;S;SS.

Internships are available in the areas given below according to the chosen curriculum and are graded on the S/U basis only. Some internships may be repeated for additional credit when there is space and upon approval of advisor and department chairperson.

Practicum in Counseling/(3).F;S;SS.

An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: CR 5120 or CR 5310 or CR 5410 and CR 5220; prior approval of department chairperson.

Practicum in Student Development/(2).F;S.

An opportunity for on-the-job observation which provides an overview of student development/student personnel functions either on the ASU campus or in an area post-secondary institution. Open only to student development majors. Prerequisite: To be taken concurrent with or subsequent to CR 5410; and prior approval of department chairperson.

Practicum in School Psychology/(2-4).S.

This course is limited to persons seeking certification as a school psychologist, level II. The student will be placed in a public school setting under professional supervision and will observe and practice the application of psycho-educational theories and techniques. Prerequisite: CR 5140, CR 5660, PSY 5700 and prior approval of department chairperson.

Practicum in Group Leadership/(3).F.

Supervised practice in group leadership. Prerequisites: CR 4790, CR 6720, and prior approval of department chairperson.

5999. Master of Arts Thesis/(1-4).F;S;SS.

Graded on S/U basis.

6000. Seminar in Research Design/(1-3).

F;S;SS.

The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees.

6270. Marriage and Family Counseling: Clinical Issues/(3).F.

An in-depth examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: CR 5270.

6350. Body/Mind/(3).F.

A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, and exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

6450. Seminar/(3).F;S.

A seminar on the identification and analysis of current issues/trends in the counseling and student development field organized and offered by program tracks within the Department of Counselor Education and Research as listed below. Available primarily for ASU counselor education degree candidates.

Seminar in Agency Counseling/(3).S.

An examination of current issues and trends in agency counseling, focusing specifically on the areas of: (1) psychosocial assessment; (2) prevention/education/intervention techniques with certain target populations; and (3) legal/ethical, administration, and supervision issues in agencies. Prerequisite: CR 5120.

Seminar in School Counseling/(3).F.

A seminar on the identification and analysis of current issues and trends in school counseling with special attention given to the changing needs of pupils at various developmental levels and with changing social, multicultural, and environmental circumstance. Students may choose elementary,

middle, or secondary emphasis. Prerequisite: CR 5310 and CR 5900 (Practicum in Counseling).

Seminar in Student Development/(3).S.

A seminar on the identification and analysis of current issues/trends in the student development field with special attention given to problem-solving skills, conflict resolution, and personal/fiscal management relating to human development programming. Emphasis will also be placed on the design and application of the student development model including its components of organizational development, assessing personal competencies, skill building, leadership development, management techniques, change strategies, and evaluation. Prerequisite: CR 5410.

6500. Independent Study/(1-4).F;S;SS.

6530-6549. Selected Topics/(1-3).On Demand.

6620. Consultation with Parents and Teachers/(3).S;SS.

For school psychologists, counselors, and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress.

6700. Individual Behavior/(2).F;SS.

A survey of the literature pertaining to the perceptual approach to the study of the individual's behavior. Efforts will be made to show the applications of this approach to education and counseling.

6710. Human Sexuality/(3).F;SS.

Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one's self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and

lack of sexual response.

6720. Group Counseling/Therapy/(3).S.

Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: CR 4790.

6900. Advanced Internship/Practicum/(1-9).F;S;SS.

Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. In addition to those listed below, other specific experiences will be developed and approved by the student and the student's Advisory Committee. Graded on S/U basis only. Prerequisite: Prior approval of department chairperson.

Internship in School Counseling/(5).F;S.

Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with internship supervisor. Available only for ASU school counselor degree/certification candidates. Prerequisite: CR 5310, 5220, 5900 (Practicum in Counseling), and prior approval of department chairperson.

Internship in Agency Counseling/(6).F;S;SS.

On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Agency Counseling majors. Prerequisites: CR 5120, 5220, 5900 (Practicum in Counseling), and prior approval of department chairperson.

Internship in Student Development/(1-4).F;S;SS.

On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in an area post-secondary institution. This full time experience will provide an opportunity for both observation and participation. Certain assistantship and other regular work experiences may be considered as appropriate settings. Available primarily for student development majors. Prerequisite: CR 5410, CR 5900 (Practicum in Counseling and Practicum in Student Development), and prior approval of department chairperson.

Department of Economics

Chairperson: Combs

Faculty: Bowden, Combs, Courbois, Elledge, Ellis, Gaynor, Guthrie, Kirkpatrick, McRae, Millsaps, Schieren, Spruill, Turpin

The College of Business, through the Department of Economics, offers the Master of Arts in Economics. Students interested in graduate work in economics are encouraged to talk with the graduate coordinator in the College of Business.

Master of Arts in Economics

The objective of the major in Economics is to prepare students for career opportunities in economic analysis and related careers.

The program is designed for those who have an undergraduate background in economics. Minimum prerequisites include a first course in calculus, a course in statistics and at least 12 semester hours in economics to include intermediate microeconomics and macroeconomic theory.

The program requires a minimum of 36 semester hours. A thesis (six hours credit) is optional, and no foreign language is required.

The graduate curriculum for the economics major includes the following required courses:

MGT/ECO 5250	Statistical Methods for Business and Economics
ECO 5180	Advanced Macroeconomic Theory
ECO 5200	Advanced Microeconomic Theory

In addition to the above three courses, a minimum of nine additional hours in economics is required.

A nine-hour concentration is required in some functional area outside the department. Examples include Planning, Public Administration, and Quantitative Methods. No foreign language is required. It is expected that most students in this program will write a thesis. The thesis will count for six hours credit. All students must develop a program of study with the Graduate Advisor. At least 21 hours of the 36-hour program must be taken at the 5000 level or above. All students in the MA in Economics program will take an oral examination during their last term of study.

Application for admission to the MA in Economics program will be open to any graduate of an accredited four-year baccalaureate program. Admission will be on a competitive basis, with admission granted only to students showing high promise of success in graduate work. A score from either the GMAT or GRE must be submitted in support of the application for admission. The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work and experience may also be considered in the admission process. Three favorable letters of reference are also necessary for admission.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4510. Senior Honors Research and Thesis/(3).On Demand.

Independent in-depth research and analysis and preparation of a thesis on a significant topic in Economics, directed by a member of the graduate faculty in Economics. A thesis is presented orally and in writing to the Economics Department. Oral examination and grade assigned by the departmental honors committee. Required for graduation "with honors in Economics." A student who completes this course with a grade of B and who graduates with a GPA of 3.5 in Economics courses will graduate with honors in economics; with a grade of A and a GPA of 3.7 in economics courses a student will graduate "with highest honors in Economics." Prerequisites: GPA of at least 3.5 overall and 3.5 in Economics courses. Approval of proposed research topic and methods by departmental honors committee and assignment of research thesis advisor during the semester prior to enrollment in this course. Open only to majors in Economics during their final undergraduate semester.

4550. Public Finance and Taxation/(3).F.

Economic analysis of government revenues and expenditures, impact of the government budget, shifting and incidence of taxation, public debt, fiscal policies. Prerequisites: ECO 2030, 2040.

4610: Economics of Health Care/(3).S.

Economic Theory is applied to the health care industry. Included is an overall perspective of the health care industry, identification of the factors influencing the demand for and the supply of health care; identification of some costs and benefits of health programs, hospital organization and efficiency, and a consideration of alternative methods of financing health care. Prerequisites: ECO 2030, 2040, and 2100.

4620. Commercial Bank Management and Operations/(3).F.

A seminar in applied banking. The student is guided by bankers through an analysis of the major functions of a commercial bank, including operations, loans, asset management, and trusts. Student research project involves interviews with bankers. Prerequisites: ECO 2030, 2040, also ECO 3070 or permission of the instructor.

4630. History of Economic Thought/(3).S.

Origin, development, and analysis of the major

trends, contributions, and conflicts in the development of modern economic philosophy, analysis, and theory. Prerequisites: ECO 2030, 2040.

4710: Managerial Economics/(3).S.

Use of statistical and mathematical concepts and techniques in solving problems in economics. Microeconomic theory is reviewed and optimizing techniques are used in decision making. Prerequisites: ECO 2030, 2040, and 2100 or equivalent.

4720: Labor Economics/(3).S.

An analysis of the labor market including the demand and supply of labor under various market structures. In addition, labor unions and other market constraints are analyzed and the aggregate level of employment is considered. Prerequisites: ECO 2030, 2040.

4740. Applications for Forecasting Techniques/(3).F.

The study of the behavior of time series (data collected over a period of time) in order to explain past and forecast future events and conditions in business and economics. Major emphasis will be placed on the understanding and application rather than the theoretical and computational aspects of the statistical techniques. This will be accomplished through heavy usage of canned computer programs. Prerequisite: ECO 3100, or permission of the instructor.

4750: Econometrics/(3).S.

Identification, measurement, and interpretation of demand, production, cost and consumption relationships, including simple and multiple regression analysis of time series and cross sectional data. Prerequisites: ECO 2030, 2040, and 3100 or equivalent.

4800: Urban and Regional Economics/(3).F.

An examination of the institutional background necessary for urban and regional growth. An introduction to theoretical models of growth. Prerequisites: ECO 2030, 2040.

4810. Seminar in Economics/(3).On Demand.

Analysis of selected economic issues and problems. Courses subject to be offered at various times include: economics of state and local government, comparative economic systems, current economic issues, American or European economic history, and others. Prerequisites:

Senior standing, ECO 2030, 2040, and permission of the instructor.

Graduate Courses

5160. Economic Analysis/(3).F;SS.

An accelerated survey of macro- and micro-economic theory. Topics include models of national output determination, banking, and price and production decisions under different conditions of competition. (This course is not available for credit to economics majors.) Prerequisites: ECO 2030, 2040, and graduate standing.

5180. Advanced Macro-Theory/(3).S.

A review of the literature in aggregate economic theory with special reference to the prediction of economic activity and policy formulation. Monetary and fiscal policy will receive special attention. Prerequisites: ECO 3020 (or ECO 5160), graduate standing, and permission of the instructor.

5200. Advanced Micro-Theory/(3).F;S.

A rigorous treatment of the theory of the firm under alternative competitive conditions. Prerequisites: ECO 3010 (or ECO 5160), a first course in calculus, and graduate standing.

5250. Statistical Methods for Business and Economics/(3).F;S.

Provides an understanding of research methodology and the available statistical tools. Specific areas include descriptive statistics, probability, sampling techniques and distributions,

estimation, hypothesis testing (including analysis of variance), non-parametric statistics, simple and multiple regression. (Same as Management/Marketing 5250.) Prerequisite: ECO 3100 and graduate standing.

5260. Quantitative Methods for Business and Economics/(3).S.

A study of the application of optimization techniques to decision making. Available computer programs will be used for problem-solving and short project papers. The course emphasizes problem analysis and solution. The topics covered include linear programming (and the assignment and transportation problems), network models, calculus optimization, and dynamic programming. (Same as Management/Marketing 5260.) Prerequisite: ECO 5250 and graduate standing.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3). On Demand.

An analysis of selected economic problems. Courses may include topics such as: American Economic History; Advanced Monetary Theory; Analysis of Various Current Economic Issues; and advanced courses in any of the major subject areas in Economics. Prerequisite: graduate standing.

5999. Master's Thesis/(6).F;S;SS.

Graded on S/U basis.

Department of Elementary Education

Chairperson: McEwin

Faculty: Allen, Bradford, Jones, Knight, Lawrence, McEwin, Miller, Reck, Smith, Thomason, Woodrow

The Department of Elementary Education offers Master of Arts programs for teachers of early childhood, middle school, and elementary school and the Educational Specialist degree in elementary education.

Master of Arts for Early Childhood Teachers (K-3)

Prerequisite: North Carolina "A" Certificate or its equivalent in K-3

Hours: 30 with thesis, 36 without thesis

Required Courses:

Learning and Human Development in Early Childhood Education		
EE	5590.	Advanced Study in Early Childhood Curriculum and Instruction (required)4
EE	5130.	Teaching the Language Arts (required)3
EE	4620.	Seminar in Early Childhood Education3
EE	5600.	Advanced Teaching Strategies in Early Childhood Education3
EE	6360.	Survey of Research in Child Development and its Implications for Teaching4
TOTAL Thesis 7-10 s.h.		Non-Thesis 10-13 s.h.

Research		
CR	4560.	Measurement and Assessment2
CR	5000.	Research in Education2
Total for All Students		4 s.h.

Foundations of Education		
AH	5350.	Philosophy of Education2
AH	5470.	Social Foundations of Education2
EE	5010.	Foundations of Early Childhood Education3
TOTAL		2 - 3 s.h.

Special Education		
One course in special education for those students who lack special education preparation		3 s.h.
two-three s.h. above 4500 level in Psychology, with approval of the advisor		2 - 3 s.h.

Academic Electives		
Graduate courses at 4500 level or above approved by faculty advisor from among courses in Social Sciences, the Sciences, the Arts and Humanities, Mathematics and Reading		
Total Thesis 7-10 SH		Non-Thesis 10-13 SH

Language: none

Thesis: optional, four semester hours

Comprehensive: written

Prerequisite:

1. A baccalaureate degree from a college or university of recognized standing.
2. A minimum of 18 semester hours of undergraduate credit in education and related courses.
3. A record of successful teaching experience or satisfactory completion of student teaching.
4. North Carolina "A" Certificate in any area.

Hours: 30 hours with thesis, 36 without thesis

Required Courses:

Core Courses (14-20 s.h.)

EE	4640.	The Middle School Curriculum	3
OR			
EE	5530.	Middle School Curriculum and Instruction (special summer workshop)	2
EE	5170.	Teaching the Emerging Adolescent	3
EE	5900.	Advanced Practicum	3-6
CR	4560.	Measurement and Assessment	2
CR	5000.	Research in Education	2
PSY	4555.	Advanced Educational Psychology	2
OR			
PSY	5565.	Adolescent Psychology	2
OR			
PSY	4700.	Behavior Modification	3
OR			
SPE	5540.	Study of Child Variance	3

Other Required Special Courses

(Six to 10 semester hours should be selected by the student with the assistance of his/her committee.)

EE	5190.	Resources and Methods of Instruction (to be planned according to the background and professional goals of the student.)	3
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Examples: Teaching Language Arts in the Middle/Junior High School; Teaching Science in the Middle/Junior High School

EE	5530.	Special Topics in Middle/Junior High School Curriculum Development	3
EE	5500.	Independent Study	1-3
EE	5999.	Thesis-Middle/Junior High School Education	4
AH	5120.	The Middle/Junior High School	3

CR	5100.	The Teacher as a Counselor for Emerging Adolescents	2
RE	4670.	Personalizing Reading Instruction in the Middle/Junior High School	3
SPE	5540.	A Study of Child Variance	3
OR			
PSY	4555.	Advanced Educational Psychology	2
OR			
PSY	4700.	Behavior Modification	3
OR			
PSY	5565.	Adolescent Psychology	2

Academic Concentration (9-12 s.h.)

Approved Electives and Related Courses (2-3 s.h.)

To be planned according to the background and professional goals of the student. Courses in Administration, Educational Media, Human Resources, Guidance, Reading Education, Individual Study in the Middle School area, and special courses to strengthen the student’s teaching specialization field may be especially appropriate.

Language: none

Thesis: optional, four semester hours

Comprehensive: written

Master of Arts for Elementary School Teachers (4-9)

Prerequisite: North Carolina “A” Certificate in grades 4-9 or the equivalent from another state. Candidates must pass an examination in composition and elementary school mathematics.

Hours: 33 hours with thesis, 36 hours without thesis

Required Courses:

EE	5130.	Teaching the Language Arts	3
EE	5460.	Elementary School Curriculum	3
CR	4560.	Measurement and Assessment	2
CR	5000.	Research in Education	2

Total All Students 10 s.h.

Methods and Practicum Courses

EE	5120.	Advanced Seminar in Social Studies Education	3
EE	5140.	Advanced Seminar in Science Education	3
EE	5150.	Advanced Study in Elementary Mathematics Instruction	3

EE 5900. Internship/Practicum3

Total with Thesis 3 s.h. Non-Thesis 6 s.h.

Foundations and Developmental Studies

PSY 4555. Advanced Educational Psychology2

PSY 5560. Child Psychology3

AH 5350. Philosophy of Education2

AH 5470. Social Foundations of Education2

EE 5170. Teaching the Emergent Adolescent3

EE 6360. A Survey of Research in Child Development and Its
Implication for Teaching4

SPE 5540. A Study of Child Variance3

Total Thesis 4 s.h. Non-Thesis 7 s.h.

Reading

RE 4630. Reading in the Content Area3

RE 4591. Advanced Study in the Teaching of Reading3

RE 4710. Informal Classroom Diagnosis and Corrective Reading
Communications3

RE 4670. Personalizing Reading Instruction in the Middle School3

Total for All Students 3 s.h.

Academic Concentration (9-12 s.h.)

(Science, English, Music, Social Studies, Reading, Art, Mathematics)

Language: none

Thesis: optional, four semester hours

Comprehensive: written

Educational Specialist in Elementary Education

Prerequisite:

1. A Master's Degree and a valid North Carolina "G" certificate or its equivalent.
2. Three years of experience in education.
3. Demonstrated ability to pursue advanced graduate study, including appropriate scores on the Graduate Record Examination.

Hours: 30 semester hours

Required Courses:

Innovations and Current Trends

EE	6460.	Issues, Trends and Problems in Elementary Education	3
EE	6470.	Continuous Progress and Non-Graded Schools.	3
Total 2-4 s.h.			

Curriculum

Art	5009	Teaching and Learning Processes in Art Education	2
EM	6040.	Reading and Research in Children's Literature	2
EM	6560.	Instructional Systems Design.	2
EE	6310.	Analysis of the Teaching Process.	3
Total 4-6 s.h.			

Child Growth and Development

EE	6130.	Language Development	3
EE	6360.	A Survey of Research in Child Development	4
Total 2-4 s.h.			

Practicum and/or Field Experience

EE	6140.	Independent Work in Elementary Education	1-2
EE	6150.	Advanced Seminar in Elementary Education	1-3
EE	6160.	Field Study in Curriculum Problems	1-3
Total 2-6 s.h.			

Academic Preparation (10-16 s.h.)

Language: none

Thesis: optional, four semester hours

Comprehensive: Written and oral

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4590. Early Childhood Curriculum and Instruction/(4).F;S;SS.

The basic principles of curriculum and instruction as applied to early childhood. Development and organization of the curriculum with emphasis on integrating the multiple aspects. Selecting, planning, and utilizing materials, methods, activities and facilities suited to the young child. Course includes 60 hours of practical experience in an early childhood classroom and 45 hours of lecture.

4620. Seminar in Early Childhood Education/(3).S;SS.

A study of contemporary approaches and controversial issues in early childhood education and a review of recent research applicable to early

childhood development and education, with an outlook for the future.

4640. Middle School Curriculum and Instruction (Grades 6-9)/(3).F;SS.

Development and organization of the curriculum with emphasis placed on communicative skills, the humanities, the social studies, and exploratory career education; selection and use of materials, methods, activities and facilities for programs suited to the early adolescent.

4900. Internship/Student Teaching: Elementary School/(6 or 12).F;S.

Teaching experiences under supervision for one semester for students who plan to teach in grades K-8 of the elementary school and K-12 for those

students who plan to teach special subjects, such as art, physical education and health, library science, music, special education, etc. Offered on S/U basis.

Graduate Courses

5010. Foundations of Early Childhood Education/(3).F;SS.

An examination of concepts in early childhood education. Relates the social and educational history of the young child to contemporary educational practices. Significant trends and issues will be emphasized along with foundations of early childhood education.

5120. Advanced Seminar in Social Studies Education/(3).SS.

An analysis of the historical/philosophical antecedents of the social studies movement in American education with particular attention to current trends and practices in elementary school social studies.

5130. Teaching the Language Arts/(3).F;S;SS.

A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

5140. Advanced Seminar in Science Education/(3).SS.

The nature of science and its integration into the curriculum of the elementary school; teaching basic communication skills through science resources for both conventional and innovative approaches.

5150. Advanced Study in Elementary Mathematics Instruction/(3).SS.

A comprehensive mathematics instructional model for use in the elementary grades will be developed from a study of the theoretical underpinnings of mathematics learning. Teacher-made and commercial resources and materials will be evaluated to determine their appropriateness to the model. Individualized instruction will be emphasized.

5170. Teaching the Emerging Adolescent/(3).S;SS.

Study of the middle school student, examining cognitive, physical, emotional, social and aesthetic development. An interdisciplinary investigation drawing upon sources in the biological, behavioral, and social sciences. Emphasis will be placed on the child-in-school situation and on cur-

rent research, especially in school settings.

5190. Resources and Methods of Instruction/(3).SS.

Study of resources available and effective techniques of teaching early adolescents in the appropriate special subject fields. Emphasis is placed on recent trends, innovations, and current research.

5460. Elementary School Curriculum/(3).F;SS.

The study of a variety of curriculum designs used regularly or experimentally in contemporary education. Emphasis on design, strategies, and materials. Special attention given to methods of individualizing instruction.

5500. Independent Study/(1-2).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

5590. Advanced Study in Early Childhood Curriculum and Instruction/(4).F;SS.

An intensive study of curriculum and instruction in early childhood education, with emphasis on planning and evaluating learning experiences, organizing materials, structuring the environment, and encouraging the learning process. Includes study of alternative curriculum models in early childhood education. Recent research in child development and learning as applied to the classroom setting. Twenty hours practicum experience required.

5600. Advanced Teaching Strategies in Early Childhood Education/(3).S;SS.

An exploration of significant alternative approaches to teaching in the early childhood years. Use of standard and non-standard materials and resources will be emphasized, along with a variety of organizational structures.

5900. Internship/Practicum/(3).F;S.

Provides direct experiences with 9-15 year-old students. Educators with two years of successful middle grades experience engage in action research projects or design and implement innovative curricular programs or practices. Those without appropriate experience spend a minimum of 180 hours in a supervised middle grades

teaching experience. Offered on S/U basis only.

5999. Master of Arts Thesis/(1-4).F;S;SS.

6130. Language Development/(3).F;SS.

The normative aspects of speech and language acquisition, application of linguistics and learning theory concepts; language and cognition.

6140. Independent Work in Elementary Education/(1-2).F;S;SS.

Study, analysis, and evaluation of schoolroom procedures used in a school or schools with a view to giving experiences in reconstructing educational programs of the elementary school.

6150. Advanced Seminar in Elementary Education/(1-3).SS.

Guided inquiry and discussion of selected educational problems and issues.

6160. Field Study in Curriculum Problems/(1-3).F;S;SS.

Assists students in developing a conceptual framework based on general system theory for guiding, developing, and evaluating elementary school curriculum improvement.

6310. Analysis of the Teaching Process/(3).S;SS.

Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning

human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

6360. A Survey of Research in Child Development and Its Implication for Teaching/(4).S;SS.

The physiological, sociological, and psychological bases of human behavior with emphasis upon research dealing with the normal school child in his environment.

6460. Issues, Trends, and Problems in Elementary Education/(3).F;SS.

Analysis of current practices, problems, and trends in elementary education with emphasis on improved programs.

6470. Continuous Progress and Nongraded Elementary Schools/(3).F;SS.

A study of materials, techniques, and processes of individualizing instruction in the elementary schools.

6500. Independent Study/(1-4).F;S;SS.

6530-6549. Selected Topics/(1-3).On Demand.

Consideration of group and individual investigations in elementary education.

Department of English

Chairperson: Hilton

Faculty: Arnold, Barth, Brashear, Coulthard, deLeon, Dunlap, Gaston, Heymann, Higbie, Higby, Hilton, Holton, Hurley, Lewis, Lightfoot, Logan, Lysiak, McGowan, McLaughlin, Maiden, Moore, Reed, Rupp, Stilling, Ward, C. Williams, H. Williams, Williamson.

The Department of English offers the academic Master of Arts and Master of Arts with teacher preparation degrees. The Master of Arts degree requires concentrated advanced study of English and American language and literature, although provision is made for an elective minor in a related academic field. The Master of Arts degree with teacher preparation requires that advanced study of English be supplemented with graduate courses in professional education. Two specialties are offered to students pursuing the Master of Arts degree with teacher preparation, either in secondary education or in

junior college teaching. With either specialty the requirements in English remain the same. All graduate programs in English require appropriate prior training, preferably a major in English with evidence of academic success. In unusual cases the English Department will admit students whose prior training has not been primarily in English but who show clear evidence of the ability to pursue graduate study in English successfully.

Master of Arts in English

The Master of Arts degree in English requires a minimum of thirty hours of graduate credit, including three hours' credit for English 5000, Bibliography and Research, and two to four hours' credit for completion of the thesis. An additional requirement is reading knowledge of a foreign language, which may be satisfied by transcript evidence of two years' undergraduate study of a foreign language or by an examination arranged in the Department of Foreign Languages. A program of at least 18 elective hours of graduate study in English should be planned by the student with the Graduate Advisor during the first semester after enrollment. Students in pursuit of the Master of Arts degree may develop a minor of eight to 12 hours in a related academic field, but those electing to do so should plan more than 30 hours of graduate study to complete their degree. The comprehensive examination requirement is met by successful completion of a written examination (four hours) and an oral examination (one hour).

Master of Arts in English with Teacher Preparation

The Master of Arts degree in English with teacher preparation requires a minimum of 36 hours of graduate credit, including three hours' credit for English 5000, Bibliography and Research, and four hours' credit for courses in junior college teaching or eight hours' credit for courses in secondary education. In the teacher preparation program in English, neither the thesis nor foreign language training is required, but students may elect to write a thesis (and in most cases will have fulfilled a language requirement on the basis of normal undergraduate training in English). Students should plan to take nearly all of their elective hours in English and should plan a course of study with the Graduate Advisor in English during the first semester after enrollment. The comprehensive examination requirement is met by successful completion of a written examination (four hours) and an oral examination (one hour).

English Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in English. Specific requirements in these programs are worked out jointly by the Department of English and the appropriate department in the College of Learning and Human Development. Students interested in academic concentration in English should be aware that adequate prior training and aptitude for studies in language and literature will be necessary to assure success.

Minor in English

A graduate (M.A.) minor in English consists of 8-12 semester hours selected from English offerings numbered 4500 and above.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4590. World Literature/(3).F;S.

A study of literary content, theories, and problems of a specific world-epoch.

4610. Modern English Grammar/(3).S.

An examination of the syntactic structures of English as described by structural and transformational grammarians.

4660. History of the English Language/(3).S;SS.

A study of the phonological, morphological, and cultural development of English, with particular emphasis on phonology.

4730. The Novel/(3).S.

A study of selected novels from English, American and world literature.

4760. Literary Criticism/(3).S.

Studies of the classical critics in translation and of the contemporary critics, with emphasis on specific techniques.

4770. Early American Literature/(3).F.

Studies in the works of the founders of American political, religious, and literary culture as reflective of trends in intellectual history.

4780. Nineteenth Century American Literature/(3).S.

Examination of the major authors under whose leadership American literature achieved world prominence.

4790. Twentieth Century American Literature/(3).S.

A study of poetic and prose works most characteristic of modern American literature and thought. Emphasis on major writers.

4800. Colloquium/(1-4). On Demand.

Content to vary; may be repeated for credit when content does not duplicate.

4810. Folklore/(3).S.

A survey of folkloric genres (narrative, drama, song, proverb, riddle, custom, belief, game) with attention to their forms, transmission, and functions in traditional and urban societies.

4820. Early English Literature/(3).F.

An introductory study of medieval English literature and Middle English.

4830. Shakespeare I/(3).F.

A study of Shakespeare's comedies and histories.

4840. Shakespeare II/(3).S.

A study of Shakespeare's tragedies.

4850. Seventeenth Century English Literature/(3).S.

A study of literature written during the seventeenth century in England, with each offering limited to selected works.

4860. Restoration and Eighteenth Century Literature/(3).S.

A study of the literature written in England during the years 1660-1800. Each offering is limited to selected works and authors of the period.

4870. The English Romantic Movement/(3).F.

A study of selected works of Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, and Keats with some attention to essayists and minor poets of the Romantic Movement.

4880. Literature of the Victorian Period/(3).F.

A study of selected major English poets, novelists, and essayists of the latter part of the nineteenth century.

4890. Twentieth Century British Literature/(3).F.

A study of major themes and literary techniques in Twentieth Century British Literature.

4900. Internship in Writing/Editing/(1-12). F;S;SS.

On-the-job work experience individually tailored to student's career orientation. Graded S/U.

*Graduate Courses***5000. Bibliography and Research/(3).F;SS.**

A study of bibliographical problems, types of research organization and reporting of research. Required in the first semester of beginning graduate students.

5100. Approaches to Composition/(3).S.

A study of representative works about the teaching of writing with emphasis on the variety of approaches available to the prospective teacher.

5500. Independent Study/(1-3).F;S;SS.

Directed study of a topic not offered in regularly scheduled course.

5530-5549. Selected Topics/(1-3). On Demand.

Content to vary; may be repeated for credit when content does not duplicate.

5600. Literary Theory and the Teaching of English/(3). On Demand;SS.

A study of the application of critical approaches to the teaching of literature in high school and the two-year college. Offered summer school only, as demand warrants.

5620. Linguistics for the Teacher of English/(3)On Demand; SS.

Selected topics in applied linguistics. Topics may include Black and Mountain dialects, linguistics as an interpretive approach to literature, and hyper-modern linguistic theory. Offered summer school only, as demand warrants.

5770. Colonial and Federal American Literature/(3).F;SS.

An intensive study in selected major authors from the founding of the English colonies through the early stage of the American Republic. Offered alternate years with 5780. Offered 1983-84, Fall; 1985, SS.

5780. Nineteenth-Century American Literature/(3).F;SS.

An intensive study of the works of such major writers as Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, and Crane. Offered alternate years with 5770. Offered 1984-85; Fall; 1984 SS.

5790. Twentieth-Century American Literature/(3).F;SS.

An intensive study of such major writers as Frost, Faulkner, Fitzgerald, and Hemingway. Offered alternate years with 5890. Offered 1983-84, Fall;

1985 SS.

5810. Chaucer/(3).S;SS.

A critical study of *The Canterbury Tales*, other works selected from the Chaucer canon, and related medieval texts. Offered alternate years with 5840. Offered 1983-84, Spring; 1985 SS.

5820. Renaissance Non-Dramatic Literature/(3).F;SS.

A comprehensive study of the non-dramatic literature of the English Renaissance including such major writers as More, Sidney, Raleigh, and Spenser. Offered alternate years with 5830. Offered 1983-84, Fall; 1985 SS.

5830. Renaissance Drama/(3).F;SS.

An intensive study of selected playwrights of the Elizabethan, Jacobean, and Caroline periods, including the University Wits, Jonson, Dekker, Marston, Beaumont and Fletcher, Webster, and Ford. Offered alternate years with 5820. Offered 1984-85, Fall; 1984 SS.

5840. Shakespeare/(3).S;SS.

An intensive study of selected works from the Shakespeare canon. Offered alternate years with 5810. Offered 1984-85, Spring; 1984 SS.

5850. Milton/(3).S;SS.

An intensive study of *Paradise Lost*, other works selected from the Milton canon, and related texts. Offered alternate years with 5865. Offered 1983-84, Spring; 1985 SS.

5865. Eighteenth-Century British Studies/(3).S;SS.

An intensive study of selected topics of major literary interest during the period 1660-1800, e.g., Restoration Drama, the Tory Wits, and Johnson and his Circle. Offered alternate years with 5850. Offered 1984-85, Spring; 1984 SS.

5870. Romantic Period/(3).S;SS.

An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism. Offered alternate years with 5880. Offered 1983-84, Spring; 85 SS.

5880. Victorian Period/(3).S;SS.

An in-depth study of one or more major poets, novelists or prose writers, with emphasis upon the thought and style of the selected writer or writers and the relationship between the literature and the intellectual milieu of the period. Offered alternate years with 5870. Offered 1984-85, Spring; 1984 SS.

5890. Twentieth-Century British Literature/(3).F;SS.

An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce. Offered alternate years with 5790. Offered 1984-85, Fall; 1984 SS.

5900. Practicum in the Teaching of English/(1).F.

Practical experience in the teaching of composition and literature. Emphasis on the problems encountered in the teaching of English 1000 and 1100 and attention to a variety of instructional strategies. Required of all teaching assistants. Grading on S/U basis.

5910. World Literature/(3).S;SS.

A seminar in Classical, Continental, or Oriental literature in translation. Emphasis will be indicated in term schedules. Offered alternate years with 5980. Offered 1984-85, Spring; 1984 SS.

5980. Contemporary American and English Literature/(3).S;SS.

An examination of recent trends in post-WW II writing and thought, with emphasis on the New American poetry in theory and practice, experiments in post-Modern novels, and the Theater of the Absurd (and beyond). Offered alternate years with 5910. Offered 1983-84, Spring; 85 SS.

5999. Master of Arts Thesis/(2-4).F;S;SS.

Graded on S/U basis only.

Department of Finance, Insurance, and Real Estate

Chairperson: H. Davis

Faculty: H. Davis, R. Jones

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4560. Real Estate Investment/(3).F.

Analysis of real estate investments, using modern tools such as the computer. Current issues as well as analytical methods are presented. Includes financing and income tax considerations. An investment analysis will be required. Prerequisite: FIR 3850.

4576. Insurance in Business and Estate Planning/(3).S.

Covers the orderly and efficient disposition of personal and commercial interests in property, including business insurance and the taxation of estates, gifts and trusts. Prerequisites: ACC 2210, BE 2150, FIR 3072.

4577. Risk and Loss Control Management/(3).S.

Covers the concepts and applications of personal and commercial risk and loss control management including the structure of the risk management

process, risk control, risk financing, hazard identification and analysis, safety management, insurance, and case studies. Prerequisite: FIR 3073.

4620. Investment Management/(3).F;S;SS.

A survey of investment media and investment goals, with emphasis upon their economic effects and relationships to the private investor. Traditional (fundamental and technical) and modern (randomized selection and efficient diversification) approaches are used for investment decision making. Prerequisite: FIR 3680.

4630. Working Capital Management/(3).F.

Considers the day-to-day decisions of the financial manager with regards to the firm's working capital position. Topics examined in detail include cash and marketable securities management, accounts receivable management and inventory management. Practical problems and decisions are simulated through use of the case method. Prerequisite: FIR 3680.

4704. Property Development Planning/(3).S.

An analysis of the major elements of community growth and their relation to a proposed real estate development. Included is an examination of local, state, and federal development regulations as well as the relationship of the proposed development with several contemporary intra-urban problems such as: Pollution, transportation, public utilities, and the local political environment. Prerequisite: FIR 3850.

4750. International Business Finance/(3).F.

A study of the financial decision-making process of a multinational enterprise when funds are transferred over national borders and from one economy and currency system to another. Prerequisite: FIR 3680.

4810. Seminar/(1-3).On Demand.*Graduate Courses***5010. Managerial Finance/(3).S;SS.**

An intensive study of the instruments and pro-

cedures of managerial finance. Financial theory and techniques for financial decisions are presented. Students are expected to use financial models and/or methods in solving financial problems. Integration of disciplines is encouraged.

5100. Portfolio Management/(3).S.

A study of portfolio management with heavy emphasis on the composition of portfolios of private and public institutions. Current theory is reviewed with its implication for portfolio management. Analysis and evaluations of investment securities are accomplished using the computer. Prerequisite: FIR 3680.

5500. Independent Study/(1-4).F;S;SS.**5530-5549. Selected Topics/(1-3).On Demand.****5999. Master's Thesis/(6).F;S;SS.**

Graded on S/U basis.

Department of Foreign Language

Chairperson: Diaz-Solis

Faculty: Boldridge, Diaz-Solis, Eargle, Hartley, Hollenbeck, Powell, Rothschild

The department offers a Master of Arts degree in French and Spanish for secondary school teachers and for junior college teachers. Prerequisite to graduate work are 33 semester hours of language study above the elementary level. Graduate students who do not have adequate undergraduate credits may begin graduate study if, at the same time, they are building up their undergraduate hours to the required level. For the master's degree, a minimum of 24 semester hours is required in the major field (French or Spanish). The remainder will be in education or electives. The electives may be in the major field, in another language, in education, or in another field, such as English. The required courses are Bibliography and Research and the History of the Language, but there are several preferred electives. For further advice, consult the Chairperson of the Department of Foreign Languages.

Master of Arts in French with teacher preparation and Master of Arts in Spanish with teacher preparation

Community/Junior College and Secondary School Teacher

Prerequisite: 33 semester hours of language study above the elementary level

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Hours: 36 semester hours (Some students elect more)

Required Courses: FL 5000 *Bibliography and Research* and either FRE 5010 *History of the French Language* or SNH 5010 *History of the Spanish Language*; for all graduate teaching assistants in first year of service, FL 5001 *Teaching Methods in Foreign Languages* and FL 5002 *Teaching Methods in Foreign Languages*

Professional Education Requirements: eight s.h. for the Secondary School Teacher
four s.h. for the Community/Junior College

Thesis: optional

Comprehensive: Written and oral examination based on all courses in program prior to the semester in which the exam is taken, plus materials on the respective M.A. reading list.

French or Spanish Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in French or Spanish. Specific requirements in these programs are worked out jointly by the Department of Foreign Language and the appropriate department in the College of Learning and Human Development.

Minor in French or Spanish

A graduate (MA) minor in French or Spanish consists of 8-12 semester hours selected from French or Spanish offerings numbered 4500 and above.

The Foreign Language Laboratory

The Department of Foreign Languages has a 54-booth electronic language laboratory. In the laboratory, students listen and respond to prerecorded tapes which deal with the material covered in their courses. The main purpose of the laboratory is to increase the student's ability to pronounce, speak, and understand the language. The laboratory increases the efficiency of language learning and the extra hours spent in the laboratory can be the student's most productive study time.

(For a description of the notation used in the following list of courses, see page 63.)

FOREIGN LANGUAGES

Graduate Courses

5000. Bibliography and Research/(2).F;SS.

A study of the methods and tools of research in

French and Spanish. Required of French and Spanish M.A. candidates.

5001. Teaching Methods in Foreign Languages/(1).F.

A study of the literature of language methodology with class discussions of materials, procedures, testing, etc. Laboratory for the course will be the classes being taught by the students. Required of graduate teaching assistants during first year of appointment. Offered on S/U basis.

5002. Teaching Methods in Foreign Languages/(1).S.

A continuation of 5001, a study of specific teaching techniques with emphasis on implementing and supplementing materials, evaluating students and coordinating classroom activities with lab work. Laboratory for the course will be classes being taught by the students. Required of graduate teaching assistants during first year of appointment. Offered on S/U basis.

5500. Independent Study/(1-3).F;S;SS.**5530-5549. Selected Topics/(1-3). On Demand.****FRENCH***Graduate Courses***5005. Advanced Conversation, Phonetics and Diction/(3).F;SS.**

Intensive study of the sound system of the French language and its correct reproduction. Advanced oral practice. Class recitation three hours and laboratory.

5010. History of the French Language/(3).S;SS.

The evolution of French from Latin to its present form; integral developments and external influences. Study of phonology, morphology and syntax of Old French and reading selected Old French texts. Required of French M.A. candidates. Alternate years with 5020. Offered even-numbered years.

5020. French Literature to 1500/(3).S;SS.

Study of the major writers of the medieval period and their contribution to the French literary tradition. Alternate years with 5010. Offered odd-numbered years.

5030. French Literature of the Sixteenth Century/(3).F;SS.

Study of the major writers of the French Renaissance and early Baroque. Offered alternate years with 5050. Offered even-numbered years.

5040. French Literature of the Seventeenth Century (I)/(3).F;SS.

Study of the major writers of the French Baroque to 1650. Alternate years with 5041. Offered odd-numbered years

5041. French Literature of the Seventeenth Century (II)/(3).S;SS.

Study of the major writers of the Classical period. Alternate years with 5040. Offered even-numbered years.

5050. French Literature of the Eighteenth Century/(3).S;SS.

Study of the major writers of the Age of Enlightenment. Alternate years with 5030. Offered odd-numbered years.

5060. French Literature of the Nineteenth Century (I)/(3).S;SS.

Study of the major writers of the Romantic period. Alternate years with 5061.

5061. French Literature of the Nineteenth Century (II)/(3).S;SS.

Study of the major writers of the latter half of the nineteenth century. Alternate years with 5060. Offered odd-numbered years.

5070. French Literature of the Twentieth Century (I)/(3).F;SS.

Study of the major writers to 1940. Alternate years with 5071. Offered even-numbered years.

5071. French Literature of the Twentieth Century (II)/(3).F;SS.

Study of the major writers since 1940. Alternate years with 5070. Offered odd-numbered years.

5500. Independent Study/(1-3).F;S.**5530-5549. Selected Topics/(1-3). On Demand.****SPANISH***Graduate Courses***5010. History of the Spanish Language/(3).F;SS.**

Study of the evolution of Spanish. Required of Spanish M.A. candidates. Alternate years with 5020. Offered even-numbered years.

5020. Spanish Literature to 1500/(3).F;SS.

Mainly "Poema de Mio Cid," "Libro de Buen Amor," and "La Celestina." Alternate years with

5010. Offered odd-numbered years.

5030. Poetry of the Golden Age/(3).S;SS.

Study of the major poets of the Renaissance and the Baroque. Alternate years with 5031. Offered even-numbered years.

5031. Drama of the Golden Age/(3).S;Ss.

Study of the major dramatists from the Spanish Renaissance through the Spanish Baroque. Alternate years with 5030. Offered odd-numbered years.

5032. Novels of the Golden Age/(3).S;SS.

Origin and development of chivalric, pastoral, and picaresque novels with special attention to Cervantes. Alternate years with 5040. Offered even-numbered years.

5040. 19th Century Spanish Literature/(3).S;SS.

Study of the major writers of Spanish romanticism and realism. Alternate years with 5032. Offered odd-numbered years.

5050. Modern Poetry in Spain and Spanish

America/(3).S;SS.

A study of the major Spanish and Spanish-American poets from the late 19th century to the present. Alternate years with 5051. Offered even-numbered years.

5051. Modern Spanish Novels/(3).F;SS.

Spanish novelists from the generation of '98 to the present. Alternate years with 5050. Offered odd-numbered years.

5060. 20th Century Drama in Spain and Spanish-America/(3).F;SS.

A study of the major dramatists of Spain and Spanish-America. Alternate years with 5062. Offered odd-numbered years.

5062. 20th Century Spanish-American Novels/(3).S;SS.

Beginning with Modernism and continuing until recent times. Alternate years with 5060. Offered even-numbered years.

5500. Independent Study/(1-3).F;S.

5530. Selected Topics/(1-3). On Demand.

Department of Geology

Chairperson: Webb

Faculty: Abbott, Callahan, McKinney, Raymond, Webb

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4650. Economic Geology and Exploration Techniques/(4).S.

Principles, processes, and distribution of major metallic and selected non-metallic mineral deposits with type illustrations; geochemical and geophysical exploration techniques as applied to mineral exploration stressed in laboratory. Prerequisites: GLY 2010 and 2200. Lecture three hours, laboratory three hours.

4850. Introduction to Oceanography/(2).F.

Physical, chemical, biological, and geological oceanography and their interrelationships. Prerequisites—at least two of the following courses: BIO 1101-02, CHE 1101-02, GLY 1102, and PHY 1101-02. Lecture two hours.

4950. Advanced Historical Geology and Tectonic Analysis/(4).F.

Comparison and analysis of major tectonic theories proffered during the past century provide a foundation for examination of the tectonic, stratigraphic, and paleogeographic history of the North American continent. Plate tectonic theory and sedimentological analyses are stressed. The emphasis is on Phanerozoic history. Prerequisites: GLY 2200, 3200, and 3600, plus senior standing. Lecture and discussion, four hours.

Graduate Courses

5500. Independent Study/(1-3). On Demand.

5530-5549. Selected Topics in Geology/(1-3). On Demand.

Department of Health, Physical Education and Recreation

Chairperson: Larson

Faculty: Askew, Carlson, Christian, Churton, Clarke, Greunsfelder, Horine, Johnson, Larson, McDaniel, Madden, Meeks, Reichle, Rowe, Turner

A Master of Arts degree program in health and physical education consisting of 30 to 36 semester hours is available in the following areas: (1) secondary education certification, or two-year junior college specialization or both; (2) options within the above areas in general health and physical education and recreation management, athletic administration or driver and traffic safety education.

Master of Arts in Health and Physical Education - Secondary Certification K-12:

Prerequisite: Undergraduate major in health and physical education

Hours: 36 semester hours

Required Courses: Physical Education Core of PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5560 (2 hrs.), PE 5570 (2 hrs.)

Secondary Certification CR 4560 (2 hrs.), AH 5060 (2 hrs.), AH 5470 (2 hrs.), or AH 5350 (2 hrs.), PSY 4555 (2 hrs.), or PSY 5565 (2 hrs.).

Elective Hours: Eighteen elective hours approved by the HPER graduate coordinator.

Language: none

Thesis: Non-thesis option

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Junior College Specialization:

Prerequisite: Undergraduate major in health and physical education

Hours: 36 semester hours

Required Courses: Physical Education Core of PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5560 (2 hrs.), PE 5570 (2 hrs.)

Junior College Specialization - AH 5420 (2 hrs.), AH 5440 (2 hrs.)

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Elective Hours: Twenty-two elective hours approved by the HPER graduate coordinator.

Language: none

Thesis: none

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Secondary Certification (K-12) and Junior College Specialization

Prerequisite: Undergraduate major in health and physical education

Hours: 36 semester hours

Required Courses: Physical Education Core of PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5560 (2 hrs.), PE 5570 (2 hrs.)

Secondary Certification CR 4560 (2 hrs.), AH 5060 (2 hrs.), AH 5470 (2 hrs.), or AH 5350 (2 hrs.), PSY 4555 (2 hrs.), or PSY 5565 (2 hrs.)

Junior College Specialization AH 5420 (2 hrs.), AH 5440 (2 hrs.)

Elective Hours: Fourteen elective hours approved by the HPER graduate coordinator.

Language: none

Thesis: none

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Thesis Option

Prerequisite: Undergraduate major in health and physical education

Hours: 30 semester hours

Required Courses: Physical Education Core of PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5570 (2 hrs.), PE 5999 (4 hrs.)

Secondary Certification or Junior College specialization as listed above.

Elective Hours: The elective hours in secondary certification or twelve elective hours in junior college specialization approved by the HPER graduate coordinator.

Language: none

Thesis: required

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Recreation Management Concentration

Prerequisite: Undergraduate major in health and physical education

Hours: 36 semester hours

Required Courses: PE 5000 (3 hrs.), or PE 5550 (3 hrs.), PE 5560 (2 hrs.), PE 5570 (2 hrs.), REC 4900 (4 hrs.), MGT 3151 (3 hrs.), MGT 4750 (3 hrs.), PE 5600 (3 hrs.), GHY 3400 (taken as GHY 5500 Individual Study - 2 hrs.), REC 4320 (2 hrs.), REC 4850 (2 hrs.). Junior College Specialization - AH 5420 (2 hrs.), AH 5440 (2 hrs.).

Elective Hours: Three

Language: none

Thesis: none

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Athletic Administration Concentration

Prerequisite: Undergraduate major in health and physical education

Hours: 36 semester hours

Required Courses: PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5560 (2 hrs.), PE 5570 (2 hrs.), PE 4045 (2 hrs.), PE 5600 (3 hrs.), PE 5680 (2 hrs.), REC 4900 (3 hrs., or other Internship), PE 5670 (3 hrs.), AH 5600 (3 hrs.), MGT 3151 (3 hrs.). Secondary certification or junior college specialization and three elective hours in major.

Elective Hours: Three.

Language: none

Thesis: none

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Driver and Traffic Safety Education Concentration

Prerequisite: Undergraduate major in health and physical education

Hours: 36 semester hours

Required Courses: PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5560 (2 hrs.), PE 5570 (2 hrs.), TSE 5100 (2 hrs.), TSE 5650 (2 hrs.), TSE 4750 (3 hrs.), TSE 4210 (4 hrs.)
Secondary Certification as listed above, 4-5 elective hours in physical education, and 2-3 elective hours in TSE.

Language: none

Thesis: none

Comprehensive: written and oral

Master of Arts in Health and Physical Education - Exercise Science Concentration

Prerequisite: Undergraduate major in Health and Physical Education. Introductory courses in Human Anatomy, Physiology, Exercise Physiology, Chemistry, and Biology. Students must meet prerequisites for all courses.

Hours: 30 semester hours or 36 semester hours

Required Courses: (Thesis): Core (15 semester hours), PE 5530 (3 hrs.), PE 5550 (3 hrs.), PE 5610 (3 hrs.) PE 5620 (3 hrs.), PE 5900 (3 hrs.), Research Techniques (8-10 semester hrs.), PE 5000 (3 hrs.), PE 5592 (3 hrs.), PE 5999 (3 hrs. minimum), Support Area (6 semester hrs.), BIO 5506 (3 hrs.), BIO 6614 (3 hrs.).

Required Courses (Non-Thesis): Core (17 semester hours), PE 5530 (3 hrs.), PE 5550 (3 hrs.), PE 5591 (2 hrs.), PE 5610 (3 hrs.), PE 5620 (3 hrs.), PE 5900 (3 hrs.), Research Techniques (8 semester hrs.), PE 5000 (3 hrs.), PE 5560 (2 hrs.), PE 5592 (3 hrs.), Support Area (9 semester hrs.), BIO 3300 (3 hrs.), BIO 5506 (3 hrs.), BIO 6614 (3 hrs.), Electives (2 semester hrs. minimum from the following: BIO 4590 [2 hrs.], CHE 4580 [3 hrs.], HE 4200 [3 hrs.], PE 4570 [2 hrs.], PHY 4280 [3 hrs.], PSY 4650 [3 hrs.]).

Language: None

Thesis: Thesis or Non-Thesis

Comprehensive: Written or Oral

Master of Arts in Health and Physical Education - Individualized Program

Example of individualized program: (1) Physical Education for the Handicapped.

Prerequisite: Undergraduate major in health and physical education

Hours: 30 or 36 semester hours

Required Courses: PE 5000 (3 hrs.), PE 5550 (3 hrs.), PE 5560 (2 hrs.) or PE 5999 (4 hrs.), PE 5570 (2 hrs.)

Junior College Specialization: AH 5420 (2 hrs.), AH 5440 (2 hrs.) OR
Secondary Certification (**K-12**): CR 4560 (2 hrs.), AH 5060 (2 hrs.), AH 5470 (2 hrs.),
or AH 5350 (2 hrs.), PSY 4555 (2 hrs.), or PSY 5565 (2 hrs.)

Language: none

Thesis: thesis or non-thesis option

Comprehensive: written and oral

Master of Arts in Driver and Traffic Safety Education - Secondary Teacher Certification

The Master of Arts in Driver and Traffic Safety Education has a 14-16 semester hour required core program consisting of PE 5000, TSE 5100, 5200, 5560, or 5999, 5600, and 5650, and 8-10 hours of selected electives to total a minimum of 24 semester hours, from TSE 4200, 4210, 4750, 4800, 5500, 5530, 5550, 5555, 5570, 5800, 5900, HED 4650 or EM 4750. Students earning secondary certification will complete 8 semester hours from CR 4560, AH 5060, 5470, or 5350, PSY 4555, or 5565, and those earning two-year junior college certification will complete 4 semester hours from AH 5420, 5440, or 6900. A student may choose to use the general elective hours to obtain both secondary and community and/or junior college certification. If the student elects to get only community and/or junior college certification, instead of secondary certification, the total number of graduate hours toward the degree must be a minimum of 36 semester hours. If the core courses have previously been taken or the competencies have been satisfied through other means, an equivalent number of semester hours from the electives will need to be substituted for the required courses to satisfy the concentration. A maximum of ten semester hours below the 5000 level may be taken if a thesis is written and twelve semester hours below the 5000 level if a thesis is not written. TSE 4200, 4210, and 4750 must be satisfied for full certification in the area of Driver and Traffic Safety Education in North Carolina. Prerequisites for the program, in addition to the courses listed above for driver education certification, are HED 3100, TSE 2200, 3200, 3210, and SE 3190, or teaching experience equivalent to these courses. A valid driver's license and an acceptable driving record are required.

Prerequisite: Undergraduate degree and safe driving record

Hours: 36 semester hours

Required Courses: PE 5000 (3 hrs.), TSE 5100 (2 hrs.), TSE 5200 (3 hrs.), TSE 5560 (2 hrs.), or TSE 5999 (4 hrs.), TSE 5600 (2 hrs.), TSE 5650 (2 hrs.), CR 4560 (2 hrs.), AH 5060 (2 hrs.), AH 5470 (2 hrs.) or AH 5350 (2 hrs.), PSY 4555 (2 hrs.), or PSY 5565 (2 hrs.)

Language: none

Thesis: optional

Comprehensive: written and oral

Physical Education Specialization for Professional Educators

Two graduate programs leading to Master of Arts and Educational Specialist's Degrees in Higher Education provide for an academic concentration in physical education. Specific requirements in these programs are worked out jointly by the Department of HPER and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Seminar in Individual and Dual Sports/(2).S.

A study of individual and dual sports excluding aquatics, track and field. Consists of practical application, analysis of skills, problems encountered in implementation in curriculum, and current trends associated with each sport.

4560. Seminar in Team Sports/(2).F;SS.

A study of team sports excluding basketball and football. Consists of practical application, analysis of skills, problems encountered in implementation in curriculum, and current trends associated with each sport.

4570. Advanced Athletic Training and Conditioning/(2).F;SS.

Conditioning, advanced therapy techniques, rehabilitative exercises, professional ethics, advanced taping and bandaging, specific advanced first-aid techniques used in the care of athletic injuries, and the legal aspects of athletic training. Prerequisite: PE 4010 or equivalent.

4580. Workshop/(2). On Demand.

Graduate Courses

5000. Bibliography and Research/(3).F;SS.

A study of bibliographical problems in the field, types of research, research tools, resources, organization and reporting, documentation of graduate writing and application to term projects.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On

Demand.

Courses may include topics such as: Adult Fitness and Cardiac Rehabilitation; Perceptual Motor Development; Motor Development; Physical Education for the handicapped; Motor Assessment and Interpretation.

5550. Sports Science/(3).F;SS.

An integration of principles from various scientific disciplines such as: homokinetics, physiology, anatomy, psychosomatics and the social sciences and their application in human movement performance.

5560. Research Project/(2).F;S;SS.

Selected broad research topical area of student's choice concerned with conceiving and carrying to completion a research project. Each student will have an advisor for the thesis style project and will present the findings to peers in a colloquy situation.

5570. Current Trends and Literature in Physical Education/(2).S;SS.

Identification and discussion of current issues, concepts, objectives, programs, methodologies, evaluation techniques and leaders as expressed in current physical education literature.

5580. Philosophical and International Physical Education/(3).S.

Philosophical process of sport and life with emphasis on history, education, physical education, olympics and international sport. This is a readings, practical applications and problem solving course.

5591. Laboratory Measurement Techniques/(2).F.

Study and practical application of many tests, measurement techniques, and instruments for determining status of man in those qualities of importance to the physical educator. One hour lecture and two hours laboratory.

5592. Statistics in Physical Education/(3).S.

The mechanics of handling data from descriptive through inferential statistics. The emphasis of the course is directed toward the application of simple and paired T-tests, analysis of variance, and simple *post hoc* tests that are most often encountered in physical education research.

5600. Organization, Administration and Supervision of Physical Education and Athletics/(3).F;SS.

Analysis of problems, theory and practices of physical education and athletic programs in schools and colleges. Includes the study of administrative process, liability, public relations, office management, legalities, personnel management, travel, schedules, budgets and equipment.

5610. Analysis of Human Movement/(3).F;SS.*

Theory and techniques for analyzing motor performance, including cinematography, segmental analysis, and sport skill fundamentals based on the laws and principles of mechanical and neuromuscular action.

5620. Physiology of Exercise/(3).S.

Integration of theoretical and practical aspects of acute and chronic adaptations occurring within the cardiovascular, musculoskeletal and integrative systems in response to the stress of exercise. Two hours lecture, one hour lab.

5630. Dance Pedagogy/(3).On Demand.

Lecture discussions, practical analysis of dance movements including folk, square, ethnic, social and modern. Theoretical aspects of dance and their relationships to various movement patterns.

5640. Physical Education for the Mentally Retarded/(2).On Demand.

Developmental, therapeutic and recreational programs for the mentally retarded with the outcome directed towards the improvement of the adaptive behavior of the retarded individual.

5650. Theoretical Concepts in Elementary Physical Education/(2).On Demand.

An interdisciplinary approach concerned with theory, curriculum, practice and current developments in elementary school physical

education. Movement exploration, lead up and skill development concepts, problems and teaching trends are included.

5660. Psychology of Motor Learning/(2).S;SS.*

Theory and problems concerned with learning concepts, practice, motivation, methodology, transfer and distribution as applied to motor performance.

*May be scheduled every other summer.

5670. Social and Psychological Dimensions of Sport/(3).F;SS.

Current psychological and sociological theory and findings relative to movement including group interaction, perception, maturation, culture, feminism, racial backgrounds, and economic status.

5680. Planning and Developing Physical Education and Athletic Facilities/(2).SS.*

The planning, construction, budgeting, and maintenance of indoor and outdoor facilities for athletics, physical education and recreation.

5690. Application of Creativity to Physical Education/(2).F;SS.*

The study, analysis, and demonstration of teaching physical education, health, recreation, and athletic coaching employing creative and innovative techniques. Recent trends and research findings of creative techniques in teaching physical education will be presented.

*Scheduled alternate summers.

5900. Internship/(3-12).F;S;SS.

Graded on S/U basis.

5999. Master of Arts Thesis/(2-4).F;S;SS.

Recreation

4600. Ski Area Management Seminar/(3).S.

The study of planning and managing alpine ski areas. Frequent field trips to ski areas will be required. Prerequisite: beginning skiing or equivalent.

4850. Senior Seminar/(3).F;S.

Planning for continuing individual professional activity and growth in the leisure delivery services field. A series of discussions, conferences and role playing experiences related to the various aspects of organized recreation as a career. A review of internships, employment opportunities, ethical conduct and other related topics will be included.

4900. Internship II/(1-12).F;S;SS.

A guided, practical, supervisory leadership experience of the "middle level" in the conduct of recreation within a choice of recreational organization. Credit is determined by a preplanned degree of engagement over a program season. Post-experience, identification and evaluation by student of professional capabilities and goals and recommitment to a plan for continuing preparation. A minimum of 3 s.h. is required of recreation majors. (S/U). Prerequisite: REC 3440, 3900.

Driver and Traffic Safety Education

Senior/Graduate Courses

4750. Administering the School Safety and Driver Education Programs/(3).S.

Administrative and supervisory aspects of the driver and safety education programs at the local, state, and national level. Includes federal programs in driver and safety education. Prerequisites: TSE 4210 or permission of instructor, junior standing or higher.

4800. Emergency Medical Technician Training/(3-6).F;S.

The Department of Transportation's Emergency Medical Technician curriculum is presented in an individualized competency based module format. Hospital emergency room experience is required. Other experiences may include: Basic rescue techniques, extrication, field experience in ambulances, communication, and emergency vehicle operation. Two hours lecture and four hours laboratory.

Graduate Courses

5100. The Effects of Alcohol and Drugs on the Operation of the Motor Vehicle/(2).F.

An extensive investigation of the effects of alcohol and its relationship to accident causation and occurrence. The psychological, physiological and pharmacological actions of alcohol will be treated in the view of medical, sociological, religious, and economic aspects of safety.

5200. Traffic Law/(3).On Demand.

The nature, function, and application of traffic law as it applies to the safe and efficient movement of people and goods in a broadly conceived traffic accident prevention program.

5500. Independent Study/(1-4).F;S;SS.

Study on an individual or group basis in the various fields of study.

5530-5549. Selected Topics/(1-3).

5550. Pupil Transportation Safety/(2).On Demand.

A study of pupil transportation safety programs, program organization, laws, recruiting, selection and training of drivers, principal's report, local supervision and discipline of pupils on school buses and educational programs in Passenger Safety.

5555. Seminar in Safety/(1-3).On Demand.

An investigation of problems in the broad area of safety especially as they relate in the involvement of safety living practices in different environments.

5560. Research Project/(2).F;S;SS.

Selected broad research topical area of student's choice, in the field of safety, concerned with conceiving and carrying to completion a research project. Each student will have an advisor for the thesis style project and will present the findings to peers and/or faculty in a colloquy situation.

5570. Motor Vehicle Administration/(3).On Demand.

The functions of motor vehicle administration in Highway Traffic Administration. Driver licenses, motor vehicle inspection, vehicle titling and registration and financial responsibility as legal and administrative methods of driver and vehicle control.

5600. Field Experiences in Traffic Safety/(2).F;S;SS.

This is a supervised graduate practical observation and/or participation in various areas of safety. Field experience must be approved by the faculty advisor. The field experience should be designed to provide the student with greater breadth and depth in the area of safety.

5650. Driver Education for the Exceptional Student/(2).On demand.

This course deals with the identification of the different areas of exceptionality, physical and mental characteristics, and associated learning problems. An adaption of a driver education curriculum will be made to help meet the needs of these students.

5800. Workshop/(2-3).F;S;SS.

An in-depth course dealing with an appropriate area of safety or safety-related topic which will be conducted during a specified period of time.

5900. Internship in Safety/(3-12).F;S;SS.

The student will spend an extended period of time in an off-campus setting in various fields of safety. The internship can be confined to one area or it may include a number of areas of safety. A daily log and paper relating to experiences are required. An advisor will be assigned to direct the student's experiences.

5999. Master's Thesis/(4).F;S;SS.

An in-depth research project in the area of safety. Each student will have an advisor and thesis committee who will provide guidelines in the completion of the study. Each student will present his findings and will provide a successful defense before his thesis committee.

Department of History

Chairperson: Antone

Graduate Faculty: Antone, Blackburn, H.L. Bond, Brantz, Carroll, Dixon, Drozdowski, Forgas, Hanft, Haunton, Jackson, Keefe, Kinsey, Lanier, Lewis, Moore, Petschauer, J. Pulley, R. Pulley, Ross, Saunders, Scott, Simon, Wells, White, Williamsen, Winders

The graduate program in history is designed to provide students with a broad range of academic and professional opportunities. The Department of History offers programs leading to three advanced degrees: 1) the Master of Arts in History, requiring a thesis; 2) the Master of Arts in Community/Junior College Teaching; and 3) the Master of Arts in Secondary School Teaching. In programs two and three the thesis is optional. Advanced work is available in most fields of European and American History, selected areas in Asian, African, and Latin American studies, and in Applied/Public History. Admission to one of these programs is contingent upon the completion of an appropriate undergraduate degree, the filing of an application with the Graduate School, and the submission of acceptable scores on the Graduate Record Examination. After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy; toward the end of the final semester of course work, candidates must pass an oral comprehensive examination.

Graduate programs in history are supervised by the departmental chairperson and the departmental graduate committee. Requirements for the three graduate degree programs in history are:

1. **Master of Arts in History:** 30 semester hours, including HIS 5000; at least nine hours of HIS 5106 and/or HIS 5206; HIS 5999; up to eight hours of electives. Students must also demonstrate a reading knowledge of a foreign language, or competence in statistics and computer science as a research tool, subject to departmental approval.
2. **Master of Arts in History for Community/Junior College Teaching:** 30 semester hours with thesis or 36 semester hours without thesis, including HIS

5000; at least nine hours of HIS 5106 and/or HIS 5206; HIS 5450; either HIS 5999 or, if a thesis is not included, HIS 5500; eight semester hours of electives; AH 5420; and AH 5440 or AH 5451.

3. **Master of Arts in History for Secondary School Teaching:** 30 semester hours with thesis or 36 semester hours without thesis, including HIS 5000; at least nine hours of HIS 5106 and/or HIS 5206; HIS 5450; either HIS 5999 or, if a thesis is not included, HIS 5500; eight semester hours of electives; CR 4560; AH 5060 or SE 5620; AH 5470 or AH 5350; and PSY 4555 or PSY 5565.

The Department of History also offers a concentration in history as a part of the program leading to the Master of Arts in Secondary School Teaching with a major in Social Science. For requirements, see the Social Science description.

History Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in history. Specific requirements in these programs are worked out jointly by the Department of History and the appropriate department in the College of Learning and Human Development.

Minor in History

A graduate (MA) minor in history consists of 8-12 semester hours selected from history offerings numbered 4500 and above.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Tsarist Russia/(3).F.

A survey of imperial Russia from the 15th Century to 1917. Alternate years with HIS 4552.

4552. Soviet Union since 1917/(3).F.

The Russian Revolution and the Communist state since 1917. Alternate years with HIS 4550.

4554. Modern China/(3).S.

Traces the course of man's longest and largest continuous government and the development of Chinese culture and nationalism which has culminated in the founding of the People's Republic of China, a nation that constitutes one-fourth of the human race.

4558. History of the Islamic Middle East/(3).S.

A survey of the development and expansion of a distinctive Islamic civilization from the time of

Muhammad to the present. The course treats the development of the Arab empire, the Turkic/Mongol invasions, the Ottoman and Safavid empires, and the establishing of the state of Israel, concluding with an investigation of current affairs in the Middle East. Emphasis is placed on social and cultural history, investigated from the point of view of the creators and transmitters of the civilization.

4564. History of Canada/(3).S.

A survey of Canadian history since 1760 which stresses understanding of a unique Canadian identity by emphasizing Canada's evolution into an independent state, its bi-cultural and bi-lingual nature, its federal-provincial structure, its relationship to the United States and the British Empire-Commonwealth, its role in the modern era of super-powers, and selected aspects of its cultural and economic development. May be counted as

American history. Alternate years with HIS 4320.

4566. History of Mexico/(3).S.

Traces the evolution of Mexican society from pre-Columbian times to the present. Topics include the Maya and Aztec civilizations; the Spanish colonial heritage; the nation's struggle for independence; the tumultuous Mexican Revolution; and problems of economic development in the twentieth century. Alternate years with HIS 4564.

4578. Introduction to Applied History/(3).F.

An introduction to the techniques and skills employed by historians and other professionals working in historical agencies, museums, restorations, and the Park Service. Topics considered include history archeology, family and community history, material culture, architecture, preservation techniques, site interpretation and administration, and historic district planning and management.

4900. Internship: Experiential Learning in Public and Applied History/(3-12).F;S;SS.

An on-the-job work experience individually tailored to the students' career orientation. Students may be required to reside off-campus for periods of from six weeks to a full semester. Graded on S/U basis.

Graduate Courses

5000. Bibliography and Research/(3).F;SS.

Instruction in the types of source material available to the advanced researcher in history, methods used in locating and evaluating the sources, and techniques for communicating the results of research. Required in the first semester of all beginning graduate students.

5102. European Historiography/(3).F.

The lives and contributions of the great historians in the West from ancient Greece to the present are studied, with emphasis upon the 19th Century; attention is given to methodology, to primary sources in translation, and to some of the philosophical assumptions which underlie historical writing.

5104. Philosophy of History/(2).S.

Seminar on the major philosophical issues that challenge the historian, including the questions of meaning and value in history; the ideas of progress and causation; and the logic of historical inquiry and proof.

5106. Studies in European History/(2-9).F;S.

Variable content. Barring duplication, a student concentrating in European history may repeat the course and must earn a total of nine semester hours. Emphasis will be indicated on individual study forms or semester schedules.

5202. American Historiography/(3).S.

A study of the writing and interpretation of American history from the seventeenth century to the present, with emphasis on the historical concepts, interpretations, contributions, and careers of the major nineteenth and twentieth century historians.

5204. Interpreting American History/(3).SS.

A course designed to provide students with a broad overview of United States history through a study of conflicting interpretations of the great issues.

5206. Studies in American History/(2-9).F;S.

Variable content. Barring duplication, a student concentrating in American history may repeat the course and must earn a total of nine semester hours. Emphasis will be indicated on individual study forms or semester schedules.

5208. Seminar in Appalachian History/(3).F.

A seminar exploring topics designed to define the history of Appalachia. Participants will be expected to develop research projects based upon the use and interpretation of original source materials. A variety of inquiry models will be employed, including traditional approaches as well as those employed in the new social history.

5406. Studies in Asian History/(3).F.

Investigation of selected topics in the history of Asia—primarily China—in the twentieth century through reading, analysis, reflection, and seminar discussions.

5450. History and Social Studies Education/(3).S;SS.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the fields of secondary school and/or junior college history and social studies. Special attention is given to recent developments in teaching strategies and classroom techniques, and to the availability of new materials. The structure of the history and social studies disciplines are examined in relation to each other and to other academic disciplines.

5500. Independent Study/(1-3).F;S.

5530-5549. Selected Topics/(1-3). On Demand.

5999. Master of Arts Thesis/(4).F;S;SS.
Graded on S/U basis only.

APPALACHIAN STUDIES

5000. Bibliography and Research/(3).F.

Instruction and study in bibliographical problems and types of source materials available in Appalachian topics; methods used in locating and evaluating the sources and in reporting of research. Required in the first semester of beginning graduate students.

5010. Appalachia in Social Context/(3).S.

A survey of the interrelationships between the physical environment, social history, and economic development which have resulted in the particular character of the Southern Appalachian region.

5020. Colloquium in Appalachian Studies/(3). On Demand.

A team-taught interdisciplinary colloquium which will examine contemporary regional, state, and national issues that affect the Appalachian region. The course is designed to help students understand the Appalachian region from a multidisciplinary perspective. The course should be taken by the student during the last semester of residence in the program.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3). On Demand.

5900. Internship/(4).F;S;SS.

5999. Master of Arts Thesis/(4).F;S;SS.
Graded on S/U basis.

Department of Industrial Education and Technology

Chairperson:

Faculty: Banzhaf, Graham, Gruen, Mast, Rapp, Reichard

The Department of Industrial Education and Technology provides study programs of the technology of our industrial society. The curriculum consists of a series of courses which includes studies related to planning and design, manufacturing, servicing, communication, power, and construction. Through the pursuit of these areas, the student develops a high degree of skill in the performance of the processes involved in these areas. These experiences result in practices that are relevant to the learner and consistent with identifiable needs of an individual.

The Industrial Education and Technology curriculum includes those kinds of knowledge, experiences, and concepts which develop the learner's capacity to interpret and manage the technological society of the future rather than knowledge and experiences peculiar to a time or place. Industrial Education and Technology, therefore, is predicated on the following:

1. The need to understand and manage the systems and products of technology.
2. The need to include motivational activity as an integral process of education.

3. The need to be an informed, productive, and involved citizen.

Master of Arts in Industrial Education and Technology with Teacher Preparation

Prerequisite: Undergraduate degree in Industrial Education and Technology.

OR for those who wish to obtain a master's degree with a major in industrial education and technology and who **do not** hold undergraduate course competencies in the field, undergraduate work must be completed **in addition** to the master's work. This may be achieved by: 1) taking and passing the courses at ASU; 2) receiving credit by examination; 3) transferring equivalent work from another school; or, 4) the acceptance of equivalent work (tech. school, military, etc.) by the professor responsible for the area.

Prerequisite Courses or Competencies Therein:

- IET 1001 (4) (Drafting Area)
- IET 2005 (4) (Woods Area)
- IET (4) (Crafts Area) (Any two of these courses:
IET 2006, IET 2016, IET 2026, IET 2036)
- IET 1002 (4) (Graphic Arts Area)
- IET 2004 (4) (Metals Area)
- IET 2023 (4) (Electronics Area)
- IET 4629 (3) (Safety and Maintenance Area)

Hours: The non-thesis program requires 36 semester hours; 24 semester hours must be in the major. The minor determines the kind of teacher certification: secondary or junior college. A minor in secondary education is needed for "G" certification.

Secondary Education

If a teaching certificate is held, this minor will lead to a "G" certificate.

For specific course requirements see the Secondary Education section of this catalog.

Total hours required: 8 or 9 s.h.

Junior College

This minor **will not** result in a "G" certificate.

AH 5420 (2 or 3)
AH 5440 (2 or 3) **OR**
AH 5630 (3) or AH 6900 (2-8)
Total hours required: 4-10 s.h.

Required Courses:

- IET 5009 (2)
- IET 5019 (2)
- IET 5039 (2)
- IET 5570 (2)

The remaining courses are to be selected by the student, in conjunction with his/her committee.

NOTE: No more than 12 semester hours of graduate Industrial Education course work may be taken in the range of 4500-4999.

Minimum graduate hours in industrial arts: 24 semester hours (Non-thesis program)

General Requirements

CR 5000 (2) (This course must be completed before a student is admitted to candidacy)

Requirements for Admission to Candidacy:

- 1. Completed satisfactorily the course CR 5000.
- 2. Completed 8 semester hours of graduate work with at least a 3.00 average.
- 3. Take the NTE common and area (if pursuing a secondary education minor).
- 4. Have completed and have approved a program of studies which is filed with the advisor.

NOTE:Independent or individual study courses **are not** to be taken before admission to candidacy is completed.

Thesis: Thesis program requires 30 semester hours and must include twenty-six semester hours of graduate course work exclusive of the thesis, 22 of which must be completed in residence at Appalachian. A thesis in the Industrial Education and Technology major shall not exceed four semester hours. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third on the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree.

Education Specialist in Higher Education with a concentration in Industrial Education and Technology

A student in the Education Specialist Program in Higher Education is required to complete a departmental core of nine semester hours plus a research component. The core requirement is as follows:

AH	6331.	Teaching and Learning in Post-Secondary Education	3
AH	6861.	Post-Secondary Education in America	3
AH	6650.	Seminar in Post-Secondary Education	3

The remainder of the program will be structured by the student in consultation with his/her graduate committee.

Industrial Education and Technology Minor: the requirements for a minor in industrial education and technology on the graduate level include 5009, 5019, 5039, and electives to total 16 semester hours.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4552. Printing Estimating/(2).F.
The study of the many facets of a printing estimator including estimating paper, ink, art-

work, copy preparation, copyfitting, composition, photocopy, image assembly, platemaking, presswork, binding and finishing. Also included is the marketing analysis of the pricing procedure

and production standards. Lecture two hours.

4553. Research in Modern Electronics/(2). F;S;SS.

Individual problems in modern electronics to be determined by need, experience, and interest. Lecture one hour, laboratory two hours. Prerequisite: IET 3023.

4555. Contemporary Industrial Finishing/(2). On Demand.

Care and maintenance of finishing equipment; selection and use of spray equipment; preparation of the surface to be finished, staining and filling undercoating, top coating, oil finishes, application of simple and synthetic finishes. Lecture one hour, laboratory two hours. Prerequisite: IET 2005.

4556. Problems in Leather Techniques/(2-4).F;S;SS.

An analysis of functional design and production methods of leather work. Individual projects designed to employ various technical and commercial methods of production. Lecture one or two hours, laboratory two or four hours. Prerequisite: IET 2006.

4557. Manufacturing Production Techniques/(3).S.

The design, development, and mass production of a manufactured product. To include market survey, design selection, prototype construction, development of jigs and fixtures, implementation of process planning and control systems, and the actual production of a product. Lecture one hour, laboratory four hours. Prerequisite: IET 4407 or permission of the instructor.

4560. Problems and Processes of Industrial Arts and Technical Education/(1-2).F;S;SS.

Individual research on problems determined by the student's need.

4562. Paper and Printing Substrates/(2).S.

This course is designed to provide the student with an understanding of how printing substrates are produced, the many different types and for what purpose they have been designed. Lecture two hours.

4563. Computer Programming and Instrumentation/(3).F.

A study of computer application and programming concepts utilizing the BASIC and PASCAL languages. Elementary skills in user-written programs will be developed as well as an understanding of the use and application for manufacturer

supplied software. Lecture two hours, laboratory two hours. Prerequisite: IET 4023 or equivalent.

4564. Introduction to Metallurgy/(2).F of even years.

Study of ferrous and non-ferrous metals and their alloys, physical characteristics, phase diagrams, relation of properties to micro-structure. Lecture three hours, laboratory arranged.

4565. Applied Furniture Design and Construction/(4).S.

The study of traditional and contemporary furniture, and its importance, design, and construction procedures. The student may design and construct a piece of traditional or contemporary furniture. Lecture two hours, laboratory four hours. Prerequisite: IET 2015.

4566. Problems in Ceramic Techniques/(2-4).F;S;SS.

An analysis of functional design and production methods of ceramics. Individual projects, designed to employ various technical and commercial methods of production. Lecture one or two hours, laboratory two or four hours. Prerequisite: IET 2016.

4571. Analysis of Drafting Problems/(2). On Demand.

Individualized instruction devoted to the study of special problems in drafting and design. Problems growing from individual needs of the student and meeting approval of the instructor are preferred. Lecture and laboratory arranged. Prerequisite: Permission of instructor.

4572. Production Management/(3).S.

Practical management techniques and experience in the areas of sales, finance and high, middle, and lower level personnel management in an active printing production facility. This course will be taught concurrently with IET 2012 Production Techniques in Graphic Arts. Lecture one hour, laboratory four hours. Prerequisite: IET 2012.

4582. Industrial Photo-Lithography/(3). F;S;SS.

Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis is the area of industrial photography up to four color separation and printing; auxiliary areas are the use of test equipment for negatives, plates, and the technology of paper and its uses in the industrial scheme. Lecture one hour, laboratory four hours. Prerequisite: IET 2002.

4583. Microprocessor Technology/(3).S.

A detailed study of the architecture of the microprocessor and microcomputer. The course will include computation, machine representation of information, storage structure, buses, input/output, interfacing, peripheral devices, and instruction sets. Theory to be reinforced by hands on experience. Lecture two hours, laboratory two hours. Prerequisite: IET 4023 or equivalent.

4586. Problems in Jewelry Techniques/(2-4).F;S.

An analysis of functional design and production methods of jewelry. Individual projects designed to employ various technical and commercial methods of production. Lecture one or two hours, laboratory two or four hours. Prerequisite: IET 2036.

4592. Advanced Screen Process Printing/(3).F;S;SS.

Advanced laboratory practice in transfer and direct photographic screen printing with emphasis on multicolor printing, cylinder printing and finishing techniques. Lecture one hour, laboratory four hours. Prerequisite: IET 3012.

4601. Advanced Technical Illustration/(3).F.

Indepth exploration in technical illustration and sketching. Included will be freehand and template isometric drawing. Units will include: layout and construction methods, perspective, airbrush applications, and finished illustrations. Lecture two hours, laboratory two hours. Prerequisite: IET 2001 or equivalent.

4609. Introduction to Vocational and Industrial Education/(3).F.

Vocational and industrial education in the modern school and how they affect general education. Historical and legal impacts and development. Organization for effectiveness in public education. Lecture three hours.

4611. Advanced Technical Design/(3).S.

The design process through problem identification. Projects to include: preliminary ideation, drafting standards, and design refinement. Units to include: processes, identification, refinement, finalization, and implementation of design. Lecture two hours, laboratory two hours. Prerequisite: IET 2011 or equivalent.

4619. Curriculum Development in Vocational and Industrial Education/(3).S.

Procedures for identifying and developing curricular materials for vocational and industrial

education. Techniques of revising existing curriculum to satisfy current or emerging technology. Sources and resources used in developing valid curriculum. Lecture three hours.

4629. Safety and Management in Vocational and Industrial Education/(3).F;SS.

Industrial management, safety and maintenance and their effect on vocational and industrial education. Organization for effective and safe maintenance of an occupational laboratory within the confines of OSHA and local regulatory mandates. Lecture three hours.

4639. Vocational and Industrial Student Organization/(3).S.

Vocational student club organization and management. Leadership training through student organization. Lecture three hours.

4649. Cooperative Vocational and Industrial Education/(3).S;SS.

Organization and administration of a cooperative program for vocational or interdisciplinary areas. Included are locating and maintaining training stations and developing training plans. Lecture three hours.

4781. Advanced Drafting Analysis/(2).S.

Objectives, course content, procedures and materials for all units of drafting. Specific problems in descriptive geometry and machine drafting are developed. One hour lecture, two hours lab. Prerequisite: IET 2001 or equivalent.

4900. Internship/(3-12).F;S;SS.

Graduate Courses

5001. Industrial Design/(2). On Demand.

The design process through problem identification. Problems will include preliminary ideas and drafting standards. Units will include: the design process; problem identification; design refinement; design finalization; and, implementation of design. Prerequisite: permission of instructor. Lecture one hour, laboratory two hours.

5002. Photo-Offset Lithography/(3).On Demand.

Individual problems in the advanced phases of industrial photography, film and lithographic plate preparation, cold-type composition, and offset press techniques. Lecture one hour, laboratory four hours. Prerequisite: IET 4582.

5004. Machine Design and Construction/(3).S.

The study of the machine design system, to include kinematics, simple machines, machine components, and strength of materials factors which effect the design and construction of machines. Lecture two hours, laboratory two hours. Prerequisite: IET 2004 or equivalent.

5005. Specialty Woodworking/(4).On Demand.

Wood carving on flat, turned, and curved surfaces. Inlaying and marquetry with synthetic and natural woods. Veneering flat and curved surfaces. Laminating with wood veneer, both flat and curved. The design and construction of jigs and fixtures for machines commonly found in industrial education shops. The use of common school shop machines for production by adapting the jigs and fixtures and special cutters. Design of projects using the above. Lecture two hours, laboratory four hours. Prerequisite: IET 4565.

5009. Philosophy of Industrial Arts and Technical Education/(2).F;SS.

The philosophy of industrial education from its beginning in manual training through contemporary programs in industrial arts and vocational education. Lecture two hours.

5011. Industrial Illustration/(2). On Demand.

Freehand and template, axonometric drawing. Units to include: layout and construction methods; perspective and isometric drawings; air-brush and shading techniques. Lecture one hour, laboratory two hours. Prerequisite: permission of instructor.

5012. Problems in Screen Process Printing/(3).On Demand.

Individual problems in the advanced phases of silk screening multicolor on various media using photographic techniques and other current technology. Lecture one hour, laboratory four hours. Prerequisite: IET 4592.

5016. Advanced Jewelry/(2-4).F;S.

Individual problems in the advanced phases of jewelry design, production, and finishes. Lecture one or two hours, laboratory two or four hours.

5019. Methods and Techniques for Industrial Arts and Industries Laboratories/(2).S;SS.

The role of methods as a vehicle for learning. Preparation of instructional materials, requisitioning of supplies. Lecture two hours.

5036. Advanced Leather/(2-4).F;S;SS.

Individual problems in the advanced phases of leather design, production, and finishes. Lecture one or two hours, laboratory two or four hours. Prerequisite: IET 4556.

5039. Industrial Arts and Technical Education Curriculum and Facilities Development/(2).S;SS.

Planning and development of course content for the major areas of industrial arts, incorporating the prevailing philosophy and objectives of school systems. Factors of school laboratory planning, equipment selection, layout and arrangement and architectural considerations. Lecture two hours.

5066. Advanced Ceramics/(2-4).F;S;SS.

Individual problems in the advanced phases of ceramic design, production, and finishes. Lecture one or two hours, laboratory two or four hours. Prerequisite: IET 4566.

5500. Independent Study/(1-4).F;S;SS.

Approved contract required.

5530-5549. Selected Topics/(1-3).On Demand.

5560. Special Problems in Industrial Education/(1-2).F;S;SS.

Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy.

5570. Skill Development in Major Areas/(2-4).F;S;SS.

Individual or group work in area competence. Technique and process in the craftsmanship of the transformation of materials. Prerequisite: Must have been admitted to candidacy.

5999. Master of Arts Thesis/(2-4).F;S.

Interdisciplinary Programs

(For a description of the courses listed in this section, refer to the appropriate department or to the index.)

Center for Appalachian Studies

Director: Beaver

Faculty: Teaching faculty in the Appalachian Studies curriculum are drawn from a variety of academic departments on campus.

The Center for Appalachian Studies coordinates curriculum offerings, projects, and research relating to the Appalachian region. A 36 semester credit hour Master of Arts degree program is offered in Appalachian Studies. The program requires a core of course work in bibliography and methods of research in Appalachian Studies, an interdisciplinary introduction to Appalachian social context, and courses in Appalachian culture, social organization, history, and religion. In addition, courses in the social sciences on Appalachian topics, an interdisciplinary capstone colloquium, a final project, and a comprehensive examination will complete the program.

Master of Arts in Appalachian Studies (academic)

Prerequisite: An undergraduate major or minor in the social sciences or humanities. Additional courses (up to 15 hours maximum) in the social sciences may be required if so indicated by the student's deficiencies.

Required Courses:

1. Core Courses	15 hrs.
AS 5000	Bibliography & Research 3
AS 5010	Appalachian in Social Context 3
ANT 5120	Appalachian Culture & Social Organization 3
HIS 5208	Seminar in Appalachian History 3
REL 5400	Religion in Appalachia 3
2. Electives	14 hrs.
ANT 4120	Appalachian Ethnography 3
ANT 5310	Cultural Ecology in Appalachia 3
AS 5500	Independent Study 3
AS 5530	Selected Topics 3
ECO 4800	Urban and Regional Development 3
ENG 4800	Colloquium: (Southern Appalachian Literature) 3
PLN 4440	Community and Regional Planning in Appalachia 3
GHY 5020	Southern Appalachia 3

HIS 4578	Introduction to Applied History	3
PS 5130	Appalachian Political Perspectives	3
SE 4810	Education in Appalachian America	3
SOC 5025	Concepts in Sociology	3
Other electives may be selected upon approval of the Director of Appalachian Studies, the student's advisor, and the chairperson of the department in which the courses are taken.		
3.	Concluding Seminar	3 hrs.
AS 5020	Colloquium in Appalachian Studies	3
4.	Final Project:	4 hrs.
AS 5900	Internship	4
or		
AS 5999	Thesis	4
TOTAL		36 hrs.

Language: A reading knowledge of a foreign language, or demonstrated competency in statistics and/or computer science, subject to approval by the student's advisor, is required.

Comprehensive: A comprehensive examination is required.

Minor in Appalachian Studies

Students will elect a total of 9 semester hours from the following:

AS 5000	Bibliography & Research	3
AS 5010	Appalachia in Social Context	3
ANT 5120	Appalachian Culture & Social Organization	3
HIS 5208	Seminar in Appalachian History	3
REL 5400	Religion in Appalachia	3
AS 5020	Colloquium in Appalachian Studies	3

Business Administration (MBA)

Graduate Coordinator: Elledge

The College of Business, with the support of all departments, offers the Master of Business Administration. Students interested in graduate work in the College of Business are encouraged to talk with the Graduate Coordinator in the College of Business.

The objective of the MBA program is to provide a curriculum which offers professional training for those interested in executive positions for business, industry, and government. The program is designed for those who hold baccalaureate degrees in business and, with additional undergraduate work in the following prerequisites, for those who have earned degrees in other disciplines. Undergraduate prerequisites include ECO

2030, 2040, ACC 2200, FIR 3680, MKT 3050, MGT 3151, MGT 3650, BE 2150, 2660, statistics and calculus. Students in undergraduate majors outside the College of Business may be able to integrate these MBA prerequisites with their undergraduate majors. For more information, contact the Graduate Coordinator in the College of Business.

Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite courses may also be waived through written examination if the student feels academically prepared through appropriate business experience. There is a \$20 fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted on a "provisional" basis until the prerequisites are completed. The program requires a minimum of 36 semester hours. A thesis (six hours credit) is optional, and no foreign language is required.

The following are required courses for the MBA:

MGT/ECO 5250	Statistical Methods for Business and Economics
MGT 5150	Behavioral Applications in Business
MKT 5020	Marketing Strategy
ECO 5200	Advanced Microeconomic Theory
ECO 5180	Advanced Macroeconomic Theory (Note: A student who has not completed intermediate economic theory as an undergraduate would substitute ECO 5160 Economic Analysis for ECO 5180. ECO 5160 would be taken prior to ECO 5200.)
ACC 5190	Management Accounting
FIR 5010	Managerial Finance
MGT 5750	Business Strategy in a Dynamic Environment (to be taken during the last term of study)

In addition to these required courses, the student would select 12 semester hours of electives, with the approval of the Graduate Advisor, to complete the MBA program. All students must develop a program of study with their Graduate Advisor. Depending upon the interests of the student and permission of the advisor, electives may be taken outside the College of Business. Special concentrations for MBA students have been developed in chemistry and psychology. Options may be available in other departments as well. For more information, see the Graduate Coordinator.

All MBA students will take an oral comprehensive examination during their last term of study.

Application for admission to the MBA program will be open to any graduate of the accredited four-year baccalaureate program. Admission will be on a competitive basis, with admission granted only to students showing high promise of success in post graduate business study. The following admissions formula will be used: the applicant must generate at least 950 points based upon the GMAT (Graduate Admission Test) score plus 200 times the upper division GPA. The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work and experience may also be considered in the admission process. Three favorable letters

of reference are also necessary for admission. The GMAT is administered four times a year at the testing centers on the campuses of major colleges and universities.

A GMAT information bulletin and registration materials can be obtained from GMAT, Educational Testing Service, Box 966, Princeton, NJ 08541.

Social Science

Director: Hughes

The Social Science graduate program leads to the Master of Arts with teaching preparation. The program is designed to add content material from the social science areas of political science, geography, sociology, anthropology, economics, and history. One may be certified to teach in any one of the above fields, but the social science curriculum allows the flexibility to train oneself in a number of areas since the secondary and junior college teachers seldom teach in only one area. The social science program offers two tracks for the graduate student, that of secondary education and for junior college teaching. Both tracks are set up to be coordinated with the department of secondary education and the department of administration supervision, and higher education.

To graduate with the MA, the student in social studies must be examined by a committee of professors. The examination may be oral or written. If it is an oral examination the student will be examined by a panel of at least three professors of the student's choice. Two of the professors may be from two of the three academic areas of study, the third from the minor field of education. The examination is conducted for about two hours or until the student has satisfied the professors. If the student chooses the written examination it too will consist of a list of questions prepared by three professors of the student's choice (one of which should be from the minor field). One full day usually is required to administer the examination.

The Master of Arts Degree for Secondary School Preparation

Prerequisites: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

The Master of Arts degree with a multidisciplinary major in social science for secondary school teaching requires:

1. The following courses in education and psychology:

CR	4560	Measurement and Assessment	2
AH	5060	Curriculum Planning	2
AH	5470	Social Foundations of Education	3
OR			
AH	5350	Philosophy of Education	2
PSY	4555	Advanced Educational Psychology	2
OR			
PSY	5565	Adolescent Psychology	2

- Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in Social Science. Specific requirements are worked out jointly by the advisor in Social Science and the appropriate department in the College of Learning and Human Development.

Department of Library and Media Studies

Acting Chairperson: Strickland

Faculty: J. Barr, L. Barr, Busbin, Considine, Emdad, Fletcher, Haley, McFarland, Murphy, Naylor, Pritchett

The professions of librarianship and audiovisual specialist are distinguished by their concern for the individual and her/his need for knowledge and information. Information is found in a variety of media that includes print, audiovisual, and electronic formats. The librarian provides the necessary link between the information and the individual by selecting, organizing, retrieving and prescribing information. The audiovisual specialist creates or selects, designs, and produces media. Both present and evaluate media to meet instructional information and developmental needs.

The integration of two disciplines, audiovisual technology and library science, provides the basis for the program equipped to prepare students for professional positions in educational settings.

The program provides the opportunity for students to become library/media professionals and therefore able to:

- ...assume leadership in society as an information expert;
- ...identify, evaluate, and select media appropriate for specific audiences and instructional objectives;
- ...manage systems of information organization and retrieval;
- ...develop strategies by which information needs of users are met;
- ...stimulate creative and effective utilization of media;
- ...design, produce and present media for the teaching/learning process;
- ...design and manage a media center program;
- ...evaluate and research professional goals and activities.

After graduates are accepted for admission to Graduate School, they will be provided a faculty advisor. With the assistance of the advisor students will plan their Master's degree program.

Three educational programs are available from the Department of Library and Media Studies which prepare students as either audiovisual specialists, school media librarians or two-year college librarians. A thesis is an option for all three programs. Thirty six credit hours are required. Knowledge of a foreign language is not a requirement of the department. Comprehensive examinations (written and/or oral) are held during the student's last term at ASU. Students are required to register for a one-credit seminar during the last term of their program.

The purpose of the Department of Library and Media Studies is to offer graduate pro-

grams in library science, instructional technology, and audiovisual productions. The programs of study prepare participants for media, information and/or library services to people within a variety of institutions. The department achieves this purpose by working toward the following goals:

1. To offer exemplary graduate programs in library and media studies which reflect both sound established practices and emerging trends and that will prepare professionals for service in a culturally diverse society.
2. To promote professional growth and development among its graduates and the practicing professionals of the ASU region by assessing needs and providing opportunities for continuing education.
3. To provide leadership and direction within the library and media professions through support and participation in associations and societies, research, publication, media production, and reciprocal relationships with practitioners.
4. To ensure that the concepts of academic and intellectual freedom and professionalism pervade the entire curriculum.

Audiovisual Specialist: Media Production

Students in the audiovisual specialist program acquire the knowledge and skills fundamental to the design, production, utilization, and evaluation of instructional media presentations. Emphasis is placed on selection of the appropriate media format to achieve specific instructional objectives and on the integration of all media in a systematic approach to teaching and learning. Students also learn to purchase, operate, and maintain the equipment needed to use or produce transparencies, photographs, videotapes, films, audiotapes, and slide-tape presentations for instructional purposes in public schools, community colleges, educational institutions, libraries, hospitals, industry and the military. This program allows for up to 14 semester hours of electives. Graduates of this program will receive a Master of Arts degree.

Prerequisite: LM 4820.

LM 4740.	Photography	3
LM 5330.	Maintenance of Materials and Equipment	3
LM 5340.	Organization and Administration of Media Programs	3
LM 5550.	Television in Instruction	3

OR

LM 4850.	Educational Applications of T.V. and Film	2
LM 5640.	Advanced Production of Audiovisual Materials	3

14-15 s.h.

CR 5000.	Research in Education	2
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One of the following:

AH 5020.	The Secondary School	3
AH 5040.	The Elementary School	3
AH 5420.	The Community/Junior College and the Technical Institute	2-3

One of the following:

AH 5350.	Philosophy of Education	2
AH 5470.	Social Foundations of Education	2
SE 4800.	Education of the Culturally Diverse	3
SE 4810.	Education in Appalachian America	3
SE 4820.	Education in Urban America	3
SE 5800.	History of American Education	3
AH 5700.	Educational Leadership	2-3
		8 - 11 s.h.

A faculty advisor will assist in the choice of electives to supplement existing student competencies and to meet student goals	11-14 s.h.
11 - 14 s.h.	

PROGRAM SUMMARY:

Library and Media Studies Requirements	14 - 15 s.h.
Allied Departments Requirements	8 - 10 s.h.
Electives	11 - 14 s.h.
36 s.h.	

The School Media Librarian

The graduate program for School Media Librarians is designed to prepare students for professional careers to work with children and young people in educational settings. School media librarians manage library media centers and are responsible for the media program. In educational settings, school media librarians create programs for children and young people in order to provide information, to teach media literacy, to teach information-seeking skills, and to introduce the best in literature and other media. Librarians concerned with children and young people must also provide professional services to parents, teachers and other adults who serve the needs of youth. Positions for supervisor of media services for total school systems are also open to school librarians.

Certification: The program in School Media Librarianship leads to graduate certification as a "media coordinator" in North Carolina, a K-12 certification. This certification is generally reciprocal with most other states. Prerequisites include "A" certification in any field, plus LM 5015, 5020, 3040, 3070, 4730, and 4820. A practicum is required for a student without prior experience in libraries.

Competencies needed by school media coordinators have been determined by the North Carolina State Department of Public Instruction. The Department of Library and Media Studies has developed a program which will enable the student to meet these competencies. A North Carolina teaching certificate, "A" level, or its equivalent, is a prerequisite to North Carolina "G" certification. Students must complete the MA in Library Science, including 8 to 10 semester hours in education courses and a minimum

of 24 semester hours in library studies. In addition, a practicum of 3-6 semester hours will be required of students with no previous school library experience. Students should consult with their advisor.

School Library Media Core:

LM 4630.	Collection Development: Science and Technology	3
LM 4640.	Collection Development: Humanities and Social Sciences	3
LM 5030.	Reading, Viewing, and Listening Guidance	3
LM 5040.	Advanced Reference and Information Services	3
LM 5150.	Critical Analysis of Contemporary Children's Literature	3
LM 5340.	Organization and Administration of Media Programs	3
		18 s.h.

Allied Department Core:

AH	5060.	Curriculum Planning	2
One of the following:			
AH	5350.	Philosophy of Education	2
AH	5470.	Social Foundations of Education	2
SE	4800.	Education in the Culturally Diverse	3
SE	4810.	Education in Appalachian America	3
SE	4820.	Education in Urban America	3
SE	5800.	History of American Education	3
AH	5700.	Educational Leadership	2
CR	5000.	Research in Education	2
PSY	5560.	Child Psychology	2
OR			
PSY	5565.	Adolescent Psychology	2
			8-10 s.h.

Electives:

Electives are dependent on the students' entering competencies and individual goals.			8-10
TOTAL			36 s.h.

Two-Year College Learning Resources Specialist

The Two-Year College Learning Resources Graduate Program is designed to prepare graduate students for professional careers in libraries and learning resources centers of junior and community colleges and technical institutes. Two-Year College Librarian positions may be in information service, media production, developmental learning centers, instructional design or administration.

This is not a certification program: Prerequisites are LM 3015, 3020, 4730 and 4820 or equivalents. Graduates of this program will receive a Master of Arts Degree.

Library and Media Studies Requirements:

LM	4640.	Collection Development: Humanities and Social Sciences	3
LM	4850.	Educational Applications of TV and Film	3
LM	5050.	Advanced Cataloging and Classification	3
LM	5100.	Organization and Administration of the Two-Year College Learning Resource Center	3
LM	5410.	Computer Applications in Media Centers	3
LM	5420.	Collection Development for Two-Year Colleges	3
LM	5820.	Organization of Learning Laboratories	3
LM	5900.	Internship/Practicum	3

24 s.h.**Allied Department Requirements:**

AH	5420.	The Community Junior College and the Technical Institute	2
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One of the following:

AH	5630.	The Adult Learner	3
AH	5890.	Developmental Studies in Post Secondary Institutions	3
CR	5000.	Research in Education	2

4 - 5 s.h.

Electives: A faculty advisor will assist in the choice of electives to meet student interests and needs	6
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TOTAL 36

Specialist in Library and Media Studies

A sixth year program in library and media studies provides the opportunity for individuals with work experience to update and expand their professional knowledge. Often students will use this degree program to develop a specialty within the profession.

Students with Master's degrees in other disciplines may also redirect their career potentials with a concentration in library and media studies.

The curriculum for the Specialist's Degree is planned for individual students with the aid of a faculty advisor or committee. The program can be heavily interdisciplinary, and should include a strong component of research or evaluation methods.

Thirty hours are required in the sixth year program. The core curricula in the department are as follows:

Instructional Technology

CR	6000.	Seminar in Research Design	1-3
		EITHER	
AH	5430.	Organization and Administration of the Community/Junior College and Technical Institute	3
		OR	
AH	6050.	Seminar in School Supervision	2
		EITHER	
AH	6861.	Post Secondary Education in America	3
		OR	
RE	6600.	Historical Survey of Reading Education	3

One of the following:

AH	6631.	Teaching and Learning in Post-Secondary Education	3
RE	5010.	Foundation of Early Childhood Education	3
EE	5170.	Teaching the Emerging Adolescent	3
LM	6560.	Instructional Systems Design	2
LM	6550.	Advanced Seminar in Educational Communications	2

Learning Resources Center Administration

CR	6000.	Seminar in Research Design	1-3
		EITHER	
AH	5430.	Organization and Administration of the Community/ Junior College and Technical Institute	3
		OR	
AH	5700.	Educational Leadership	2-3
AH	6861.	Post-Secondary Education in America	3
AH	6631.	Teaching and Learning in Post-Secondary Education	3
LM	6100.	Personnel Management	2-3
LM	6101.	Planning Learning Environments	2-3

School Library Media

CR	6000.	Seminar in Research Design	1-3
		EITHER	
AH	6050.	Seminar in School Supervision	2
		OR	
AH	5700.	Educational Leadership	2-3
		EITHER	
RE	5111.	Issues, Trends, and Practices in Reading	2-3
		OR	
RE	6730.	Advanced Seminar in Reading	3
		EITHER	
EE	5010.	Foundation of Early Childhood Education	3
		OR	
EE	5170.	Teaching the Emerging Adolescent	3
LM	6040.	Reading and Research in Children's Literature	3

LM	6050.	History of Children's Literature	3
LM	6550.	Advanced Seminar in Educational Communications	2

For certification as a supervisor see the advisor for special requirements.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Storytelling and Programs for Youth/(2-3).S;SS.

Development of student's competency in storytelling, booktalks, discussion group leading, and other program activities using a variety of media.

4560. Multicultural Literature for Children and Young People/(3).F;SS.

Identification of Appalachian, Black and Indian literature and the writing of other ethnic authors in the USA; evaluation and selection criteria for books and film; applications for children and the learning process.

4630. Collection Development: Science and Technology/(3).S;(alternate SS).

Survey of special reference works, bibliographies, landmark books in the pure and applied sciences.

4640. Collection Development: Humanities and Social Sciences/(3).F;(alternate SS).

Survey of special reference works, bibliographies and landmark books in the humanities and social sciences.

4700. Organization of Media Programs and Services/(3).F;S;SS.

Identification of and practice in the organizational systems of media centers: Personnel, Resources, Facilities, Budgets, Management, Technical Services, Role of Media Personnel in the Educational Setting. Field Experience.

4730. Organization of Media Collections/(3).S;SS.

Application of classification and indexing systems to print and non-print materials, adaptation techniques for purchased indexing services.

4740. Photography/(3).F;S;SS.

Basic theory, principles and techniques of black and white and color photography. Laboratory fee.

4750. Audiovisual Instruction/(2).F;S;SS.

The primary focus of the course is upon media in relation to the activity of learning. Students will

have opportunity for "hands-on" experience with the transparencies, slides, recordings, tapes, photography, and video. Some activity in a lab situation with major emphasis on "doing the media" to learn basic skills and concepts. Basic information is presented on television and programmed instruction. Since media technology is viewed as a means to enhance the instructional process, this course is applicable to most subject fields and to all levels of instruction.

4760. Cinematography/(3).F;S.

Introduction to the knowledge and technical skills needed to create films that communicate effectively. Application of these skills to the production of Super 8 sound films. Exposure to each of the three stages in the filmmaking process: preproduction, production, and post-production. Laboratory fee.

4800. Advanced Projects in Educational Media/(1-3).F;S.

Design, production, and evaluation of individual student projects involving media. Consent of instructor.

4820. Instructional Technology/(3).F;S;SS.

Involvement in the process of using a wide variety of teaching and learning resources in improving instruction; introduces major audiovisual media; the systems approach; laboratory experiences in the operation of equipment and the production of basic visual materials. Emphasizes the location, selection and evaluation of materials; the role of instructional materials in teaching and learning; preparation and administration of instructional materials.

4840. Production of Educational Videotapes/(3).F;S.

Introduction to the knowledge and technical skills needed to create effective, low-budget single camera video programs. Exposure to the different equipment and program formats commonly used in schools, training programs, and media centers. Experience in each of the three stages in the production process: pre-production, production, and post-production.

4850. Educational Applications of T.V. and Film/(3).F;S.

Survey of the broad range of ways that television and film can help achieve educational goals in a variety of settings. Major topics include selection criteria; utilization techniques for professionally produced educational television programs and films; incorporating television and film study in the curriculum to improve visual literacy; skills needed to produce simple 1/2" video tapes and Super 8 silent films; scope, structure, and services of public television.

4900. Internship/Practicum/(1-3).F;S.

Field experience in various types of libraries, selected to meet individual needs of students.

Graduate Courses

5010. Media Collection Development/(3).F;SS.

Analysis of the process, policy and tools of the acquisition system in media centers. Evaluation of learning materials, budgeting, maintenance and weeding of collections, purchasing practices, and supplementing collections through networks.

5015. Introduction to the Media Profession/(3).F;SS.

Survey of professional roles in libraries and instructional technology; professional literature; objectives of modern media services and bases from which they have evolved; audio-visual equipment operation and possible futures for libraries, information services and educational uses of media.

5020. Information Sources and Services/(3).F;SS.

Examination and use of basic reference materials; citation and bibliographic form; human interaction techniques; procedures in reference work including community and network information referral. Weekly bibliographic seminar required.

5030. Reading, Viewing, and Listening Guidance/(3).S;SS.

Study of strategies and techniques for helping young people develop better reading, viewing, and listening skills. Methods for determining interest and needs. Activities that can be used to heighten understanding of media.

5040. Advanced Reference and Information Services/(3).F;(alternate SS).

Investigation of reference problems, methods, materials, and services; inter-library cooperation, networks and automation information. Referral sources and methods.

5050. Advanced Cataloging and Classification/(3).S;(alternate SS).

Analysis of cataloging codes and classification systems with special emphasis on Library of Congress classification. Current problems and trends.

5070. Books and Printing/(3).F;SS.

Development of books and other records from ancient times to the present. Including: history of writing materials, alphabet, manuscripts, printing, illustrating, and publishing.

5080. Contemporary Issues in Librarianship/(3).F;SS.

Survey of organization, procedures and services in various types of libraries; their similarities, differences and problems; intellectual freedom, financing, interlibrary relationships. Study of periodical literature of the field.

5100. Organization and Administration of the Two-Year College Learning Resource Center/(3).F;SS.

Professional management of personnel, budgeting, programs, facilities, and collections. Leadership factors in developing dynamic service programs.

5150. Critical Analysis of Contemporary Children's Literature/(3).S;SS.

Examination of criteria for evaluation of the works of current authors. Titles read will be discussed for their possible appeal and value to children and school curriculum.

5170. Contemporary Resources for the Adolescent/(3).F;SS.

The materials and sources of information used by adolescents and available to them will be examined. Criteria for evaluation will be introduced as well as the services provided by libraries.

5330. Maintenance of Materials and Equipment/(3).S;SS.

Preventive maintenance and minor repair of print and non-print materials and equipment.

5340. Organization and Administration of Media Programs/(3).S;SS.

Investigation of theories and problems in administering media programs. Emphasis on role of media specialist and interaction with other professionals; trends and issues in media management.

5360. Programmed Learning and Instructional Design/(2).S.

Introduction to the design, preparation, and validation of instructional materials; provides

laboratory experience in programmed learning.

5400. Seminar/(3).F;S;SS.

5410. Computer Applications in Media Services/(3).S;SS.

Concepts of computer applications to acquisitions, inventory circulation, data banks, bibliography, and management systems.

5420. Collection Development for Two Year Colleges/(3).On Demand.

Principles of collection development related to curriculum; emphasis on technical materials for occupational programs; evaluation of print and non-print materials, weeding of collections; sources for books, pamphlets, micro and audiovisual materials.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of a previous course.

5550. Television in Instruction/(3).SS.

Design, production, and evaluation of multi-camera studio television productions; design of television production and distribution systems for a wide variety of educational settings; administration of an instructional television service; role of cable television and public access in instructional delivery systems.

5640. Advanced Production of Audiovisual Materials/(3).S;SS.

Production of individual student projects utilizing a variety of media. Consent of instructor.

5820. Organization of Learning Laboratories/(3).On Demand.

Introduction of the nature of learning laboratories. Emphasis on the organization and individualized instruction centers in two year community colleges.

5900. Internship/Practicum/(3).F;S;SS.

Field experience for students to evaluate their own competencies.

5920. Communications Theory and Media/(2).F;SS.

Examination of communications models and learning theory. Special emphasis on the influences of educational communications in instructional leadership situations.

ning theory. Special emphasis on the influences of educational communications in instructional leadership situations.

5930. Instructional Graphics/(2).On Demand.

Examination of basic design principles and concepts in the selection, preparation, and evaluation of graphic materials. Course includes laboratory experience in layout, mechanical lettering, coloring, transparency production, and graphic duplicating processes.

5999. Master of Arts Thesis/(2-4).F;S;SS.

6040. Reading and Research in Children's Literature/(3).(Alternate F).

Reading and examination of research in the areas of response to literature, use of literature in the teaching process, content analysis, and selection policies.

6050. History of Children's Literature/(3).On Demand.

Survey of the origins and development of literature for children. Critical analysis of what has endured and why.

6100. Personnel Management Library/Media Centers/(2-3). On Demand.

Principles of personnel management as they relate to LRC operation. Differentiated staffing patterns; staff development; evaluation of personnel; alternative management styles.

6101. Planning Learning Environments/(2-3). On Demand.

Concepts of educational facilities planning as they relate to learning resources centers. Writing educational specifications; physical relationships of spaces, work flow; furniture and equipment planning, OSHA requirements.

6500. Independent Study/(1-4).F;S;SS.

6530-6549. Selected Topics/(1-3).On Demand.

6550. Advanced Seminar in Educational Communication/(2).S.

Individual study of selected problems. Prerequisites: basic courses in communication theory.

6560. Instructional Systems Design/(2).F.

Theory and design of instructional systems. Includes cybernetics, noncomputerized program development, task analysis and behavioral objectives.

Department of Management

Chairperson: Richardson

Faculty: Barclay, Dodson, Goddard, Hathaway, Lyne, Mahmoud, Overstreet, Richardson, Thomas, Zigli.

The Department of Management offers coursework which forms a part of the MBA degree program (see MBA program description under Interdisciplinary Programs). The following courses may be approved as part of the MBA program of study:

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4560. Issues in Health Care Administration/(2).F.

An examination of topical environmental and managerial issues having current impact on the health care industry, with particular emphasis upon administrative implications.

4570. Compensation Administration/(3).S.

A study of the economic, legal, psychological and social aspects of employee compensation with consideration given to Federal and N.C. laws; techniques for analyzing, evaluating and pricing jobs. Planning for and administering a total compensation program including incentives and fringe benefits. Prerequisite: MGT 3620, Personnel Administration. (This course may not be taken on an individual study basis.)

4630. Labor Relations/(3).F;S;SS.

A study of labor-management relations with emphasis on management's relations with organized labor. Lecture discussion and cases are used to study the reasons employees join unions, the laws that apply, the process of working out a labor contract after it is negotiated. Prerequisite: MGT 3620 or permission of instructor.

4651. Applied Operations Management/(3).F;S;SS.

A study and application of quantitative tools of analysis used in production and operations management. Specific topics include decision theory and mathematical modeling, linear programming, queuing theory, network models, inventory analysis, and operations processes. Cases and projects are widely used. Prerequisites: MGT

3650, ECO 3100, and senior standing.

4700. Organizational Theory/(3).F;S.

The development and maintenance of organizational effectiveness are studied in terms of environmental effects, systems aspects, communications, structure, and the dynamics of problem solving, goal setting, politics, conflict, and governance. Organizations are treated as behavioral units from the macro perspectives of general managers and organization planners. Prerequisite: MM 3151.

4750. Business Policy/(3).F;S;SS.

Comprehensive analysis of administrative policy making from a total organization point of view; use of case analysis and simulation to develop integrative decision skills. Prerequisites: All College of Business core courses and senior standing. (This course may not be taken on an individual study basis.)

4770. Social Responsibilities of Management/(3).F;S;SS.

A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: Senior standing.

4810. Seminar/(1-3). On Demand.

Graduate Courses

5150. Behavioral Application in Business/(3).F;S;SS.

This course aims to give the student practice in ap-

plying concepts and techniques useful in solving managerial organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solutions of business problems. Prerequisite: Graduate standing.

5160. Applied Personnel Administration/(3).F;S;SS.

Study of problems in a field of personnel management emphasizing development of the ability to analyze problems and to apply management fundamentals to specific behavior problems. Prerequisite: Graduate standing.

5170. Organization Design and Development/(3).S.

A study of traditional and contemporary approaches to the design and evolution of organizations. Emphasis will be placed on the impact of organizational elements on overall organizational behavior, the concepts of formal and informal organizations, the dynamics of change in organizational environments, new matrix structure, and the emerging discipline of organization development. Prerequisite: Graduate standing.

5180. Systems Management/(3).F.

A nonquantitative introduction to General Systems Theory and its application to the analysis, design, and operation of complex socio-technological/organizational systems. Emphasis will be placed on the design and management of information technology, cybernetics, real-time systems, models and simulations, mechanistic control systems, and man-machine systems (Ergonomics), and ongoing social institutions (business, government, education, and service). Prerequisite: Graduate standing.

5250. Statistical Methods for Business and Economics/(3).F;S.

This course gives the student a better understanding of research methodology and the quan-

titative tools available. Specific areas include hypothesis-testing, statistical estimation, sampling distributions, regression and correlation analysis, time series analysis and forecasting, linear programming, nonparametric statistics, and selected topics. Also, this course will use a number of interactive computer programs to solve business oriented problems. (Same as Economics 5250.) Prerequisite: ECO 3100 and Graduate Standing.

5260. Quantitative Methods for Business and Economics/(3).S.

A study of the application of optimization techniques to decision-making. Available computer programs will be used for problem-solving and short project papers. The course emphasizes problem analysis and solution. The topics covered include linear programming (and the assignment and transportation problems), network models, calculus optimization, and dynamic programming. (Same as Economics 5260). Prerequisite: ECO 5250 and Graduate Standing.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

5750. Business Strategy in a Dynamic Environment/(3).S;SS.

An applied problem solving approach to business strategy. Seminars, case analysis, business games, field studies, or other methods will be used. The course focuses on defining, assessing and resolving corporate-wide problems which affect a firm's long-run performance, with particular emphasis on the impact of public policy and environmental factors. Prerequisite: Completion of twenty-one hours of graduate course work in the College of Business.

5999. Master's Thesis/(6).F;S;SS.

Graded on S/U basis.

Department of Marketing

Faculty: Dunlap, King, Patton, Rountree

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. International Marketing/(3).F;S.

An analysis of cultural, legal, political, and economic factors affecting marketing in world

markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisites: MKT 3050 and Senior standing.

4610. Consumer Behavior/(3).F;S;SS.

An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisite: MKT 3050 and ECO 3100 (or its approved alternative).

4810. Seminar/(1-3). On Demand.

Graduate Courses

5020. Marketing Strategy/(3).F.

Market-oriented problems of the firm; identification and selection of marketing opportunities; formulation of competitive strategies; marketing policies and programs. Prerequisite: Graduate standing.

5030. Marketing Theory/(3).S.

A study of the marketing function from an environmental point of view. Examines how marketing adapts itself to environmental forces—social, economic, political, ethical, moral, and technological. Prerequisite: Graduate standing.

5040. Market Segmentation/(3).F.

A comprehensive and critical review of the segmentation research and methodologies with special emphasis on the use of market segmentation as a management strategy. Prerequisite: MKT5020.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

5999. Master's Thesis/(6).F;S;SS.

Graded on S/U basis.

Department of Mathematical Sciences

Chairperson: Paul

Faculty: Bohannon, Curd, Durham, Early, Ensey, Goodman, Graham, Harris, Kader, Kitchens, Lane, McEntire, Paul, Pekarek, Perry, Richardson, Sanders, Smith, Williams

The Department of Mathematical Sciences offers graduate programs which are designed to prepare graduates for careers in business, industry, and government; teaching at the secondary and junior college levels; as well as preparation for further study at the Ph.D. level.

Programs emphasize broad training in the mathematical sciences with work in statistics, computing, and applied mathematics in addition to core mathematics.

Master of Arts in Mathematics - Secondary Teaching

Prerequisites: Undergraduate major in mathematics; North Carolina A certificate or its equivalent in another state.

Hours: (a) without thesis - 36
(b) with thesis - 34

Required courses:

- (a) 24 hours of acceptable* coursework in mathematics with at least 12 at 5000 level.
eight hours professional education
four hours electives
- (b) 22 hours of acceptable* coursework in mathematics including thesis with at least 12 at 5000 level.
eight hours professional education
four hours electives

Thesis: Optional

Comprehensive: Written or oral required.

*Determined by Graduate Advisory Committee.

Master of Arts in Mathematics - Junior College Teaching

Prerequisite: Undergraduate major in mathematics or equivalent.

Hours: (a) without thesis - 36
(b) with thesis - 30 in addition to thesis

Required courses:

- (a) 36 semester hours of graduate coursework including: Administration, Supervision and Higher Education 5420, 5440 and 32 additional semester hours of acceptable* coursework, at least 16 semester hours of which must be numbered 5000 or above.
- (b) 30 semester hours of graduate coursework including: Administration, Supervision and Higher Education 5420 and 5440 and 26 additional hours of acceptable* coursework at least 16 hours of which must be numbered 5000 or above.

Thesis: Optional

Comprehensive: Written and oral required.

Master of Arts in Mathematics - Applied Mathematics Option

Prerequisite: Prerequisites for this program are undergraduate courses in linear algebra, calculus based probability, computer programming, and differential equations. Deficiencies may be taken after entering.

170

Hours: 36

Required Courses: 12 hours in MAT 4110, 5120, 5230, and either MAT 4210 or 4710. Eighteen hours of applied mathematics - MAT 5410, 5310, 5330, 5340, and STT 4830, 5850. Six more hours of acceptable* coursework may be taken in mathematical sciences or from other disciplines.

Language: Demonstrated proficiency in computer science, statistics, of another academic area, subject to the approval of the academic graduate committee in mathematics.

Thesis: None

Comprehensive: Written and oral.

Master of Arts in Mathematics - General

Prerequisites: equivalent of undergraduate major in mathematics.

Hours: (a) without thesis - 36 hours
(b) with thesis - 26 hours in addition to thesis

Required Courses:

- (a) 36 hours of acceptable* coursework (at least 30 in mathematical sciences with 15 at 5000 level)
- (b) 26 hours of acceptable* coursework in mathematical science with at least 15 at 5000 level.

Language: Demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.

Thesis: Optional

Comprehensive: Written and oral.

Prior to beginning coursework, the candidate will meet with the Graduate Advisory Committee to design a program of study. Any subsequent changes in the program are made with the counsel and approval of this committee.

The candidate must have completed an acceptable* teaching apprenticeship prior to receiving the degree.

Mathematics Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in mathematics.

Specific requirements in these programs are worked out jointly by the Department of Mathematical Sciences and the appropriate department in the College of Learning and Human Development.

*Determined by the Graduate Advisory Committee

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4560. Methods of Applied Mathematics/(3). F. Odd numbered years.

Topics from complex variables, vector field theory, Fourier and Laplace Transforms, and integral equations. Prerequisites: MAT 2130 and 3130.

4570. Advanced Differential Equations/(3).F. Even numbered years.

Topics include ordinary differential equations, Green's functions, partial differential equations and boundary value problems, calculus of variations, and numerical solutions of partial differential equations. Prerequisites: MAT 2130 and 3130.

4610. Foundations of Geometry/(2).S;SS.

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation to Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisites: MAT 2240 and 3610.

4710. Introduction to Topology/(3).F.

A study of the basic concepts of general topological space including such topics as compactness, connectedness, project spaces, metric spaces, and continuous functions. Prerequisite: MAT 3110.

4910. Geometry for Elementary School Teachers/(3).S;SS.

An informal treatment of aspects of geometry which are relevant to the elementary school curriculum. The topics considered include congruence, measure of segments and angles constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Not open to mathematics majors.

4930. Foundations of Arithmetic/(3).F;SS.

A study of the properties of integers, rational

numbers, and real numbers through a postulational treatment. Included is a study of logic, probability, and elementary statistics. Not open to mathematics majors.

Graduate Courses

5120. Introduction to Real Variables II/(3).S.

A rigorous development of the Riemann (or the Riemann-Stieltjes) integral, infinite series, sequences and series of functions, and uniform convergence. Prerequisite: MAT 4110.

5140. Real Variables/(3). On Demand.

A study of Lebesgue measure, the Lebesgue integral, and an introduction to Banach spaces. Prerequisite: 5120 or permission of the instructor.

5160. Complex Variables/(3). On Demand.

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent series.

5230. Linear Algebra/(3).F.

A study of finite dimensional vector spaces. Among the topics covered are matrices, linear transformations, change of basis, eigenvalues, canonical forms, quadratic forms and quasi-inverses. Prerequisites: MAT 2240 or 3110.

5240. Field Theory/(3). On Demand.

A study of field theory including an introduction to Galois theory. Several of the classical theorems on solvability of equations by radicals and constructibility will be covered. Prerequisite: MAT 5220.

5310. Numerical Analysis with Computer Applications/(3).F.

A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: Linear algebra, Real Analysis Computer programming. CS 1400 or 1440, MAT 2240; cor-

equisite 4110.

5330. Mathematical Models/(3).S.

A problems oriented course. The student uses mathematics to model a number of different situations. Among the tools used will be statistics, linear programming, differential equations, and computer simulation. Prerequisites: CS 1400 or 1440 and background in at least two of the utilized tools.

5340. Introduction to Operations Research/(3).S.

Begins with a thorough study of linear programming including duality and sensitivity analysis, after which the transportation and assignment problems will be studied. As time allows, topics from game theory and network analysis will be covered.

5410. Computer Applications/(3).S.

Prepares the student to use the computer as a tool in applying mathematics. Topics will include numerical problems, some problems requiring graphic output, and a simulation. Good programming organization will be emphasized. The editor, job control language, file manipulation, and introductory data structures will be introduced as needed. Prerequisites: CS 1400 or 1440 and consent of the instructor.

5500. Independent Study/(1-3).F;S;SS.

Prerequisite: 12 hours of graduate mathematics.

5530-5549. Selected Topics/(1-3). On Demand.

5720. Topology/(3).S.

A study of topology to include such topics as general project spaces, complete metric spaces, compactifications, embedding, metrization theorems, and quotient spaces. Prerequisite: MAT 4710.

5910. Investigations in the Teaching of Mathematics/(2).SS.

An examination of recent research and experimental programs in the teaching of secondary school mathematics. Students are encouraged to write experimental designs for potential research problems. Prerequisite: Undergraduate mathematics major or permission of the instructor.

5920-5921. Linear Algebra for Teachers/(2-2).SS.

A study of elementary concepts of linear algebra extending to a rigorous level of algebraic proof.

Prerequisite: Undergraduate major in mathematics.

5930-5931. Analysis for Teachers/(2-2).SS.

A rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable. Prerequisite: Undergraduate major in mathematics.

5933. Topics in Algebra and Analysis for Teachers/(2).SS.

An extension of 5921 and 5931 with a treatment which investigates the unifying concepts of algebra and analysis.

5940. Computer Applications in the High School/(2).SS.

An examination of ideas fundamental to computers and data processing together with programming experience. Effects of the computer on the high school curriculum and as a teaching aid will be discussed. Use of a computer will be included.

5960. Mathematical Applications in the High School Disciplines/(2).SS.

An examination of mathematical theories with respect to their applications to other high school disciplines such as biology, chemistry and physics. Prerequisite: Undergraduate major in mathematics.

5980. Special Topics in Mathematics Education/(1-3).F;S;SS.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: Undergraduate major in mathematics and recommendation of graduate advisor. *May be taken up to a total of fifteen semester hours.

5999. Master of Arts Thesis/(1-4).F;S;SS.

Graded on S/U basis only.

COMPUTER SCIENCE

Senior/Graduate Courses

4510. Programming Language Translation/(4).F.

Techniques for the translation of programming languages into machine or assembly language. Each student will participate in the writing of a compiler. Prerequisite: CS 3482, 3490.

4520. Operating Systems/(4).S.

Study in depth of the various parts of operating systems including schedulers, memory management, interrupt handling and time sharing. Lecture three hours, laboratory three hours. Prerequisite: CS 3482, STT 3810 or STT 4850.

STATISTICS

Senior/Graduate Courses

4810. Non-Parametric Methods/(3).F.

A study of non-parametric methods in hypothesis testing. Emphasis will be on applications rather than theoretical development. Prerequisite: STT 3810 and consent of instructor or 4860.

4830. Linear Statistical Models/(4).On Demand.

A study of regression analysis, analysis of variance, analysis of covariance, and associated tests of hypothesis via least squares theory. Canned computer programs will be utilized and interpreted in applications of the above topics. Prerequisites: MAT 2240 and STT 3820.

4850. Probability and Mathematical Statistics I/(3).F;SS.

An introduction to axiomatic probability theory. Topics include a study of sample spaces, probability theory, random variables and their properties, and the fundamental limit theorems. Prerequisite: MAT 1120.

quisite: MAT 1120.

4860. Probability and Mathematical Statistics II/(3).S.

An introduction to the mathematical principles of statistical inference. Topics include a study of sampling theory, point and interval estimation, and hypothesis testing. Prerequisite: STT 4850.

Graduate Courses

5530-5549. Selected Topics/(1-3).On Demand.

5810. Advanced Experimental Design/(3).S.

Begins with review of general statistical inference including estimation, sampling distributions, and hypothesis testing. Proceeds to thorough study of single and multi-factor designs including nesting, repeated measures, analysis of covariance, and interaction effect. Prerequisite: STT 3810 and PSY 5000, or STT 3820, or permission of instructor.

5850. Mathematical Statistics/(3).S.

A study of mathematical statistics to include such topics as sampling distributions, consistency, best asymptotic normal estimators, sufficiency, maximum likelihood estimation, Bayes' estimators, confidence intervals, and tests of hypothesis. Prerequisite: STT 4850.

Department of Music

Chairperson: McCloud

Faculty: Cole, Disbrow, Erneston, Gora, Kindt, Logan, McCloud, Meister, Newton, Paul, Parker, Safrit, Smith, Spencer, White, E. and White, J.

The music department offers a Master of Arts degree for those students who desire a course of study in music teaching leading to a North Carolina G certificate. A second course of study is available which leads to a Master of Arts degree for the Community/Junior College teacher.

Master of Arts in Music Teaching

Prerequisites: An undergraduate major in music; a North Carolina A Certificate or its equivalent; proficiency in music theory, music history and literature, music performance, and music education.

Hours: A total of 30 semester hours including thesis, or 36 semester hours without thesis.

Required Courses: 3 s.h. Bibliography and Research; 3 s.h. Philosophy of Music; 2 s.h. Organization and Supervision of School Music; 3-6 s.h. Music Theory; 3-6 s.h. Music History and Literature; 2 s.h. Psychology; 2 s.h. Curriculum Planning; 2 s.h. Social Foundations or Philosophy of Education; 2 s.h. Measurement and Assessment; 4-8 s.h. Music Electives.

Language: None required

Thesis: Optional

A comprehensive oral examination will be given.

Master of Arts in Community/Junior College Music Teaching

Prerequisites: An undergraduate major in music; proficiency in music theory, music history and literature, music performance, and music education.

Hours: A total of 30 semester hours including thesis, or 36 semester hours without thesis.

Required courses: 3 s.h. Bibliography and Research; 3 s.h. Philosophy of Music; 3-6 s.h. Music Theory; 6-8 s.h. Music History and Literature; 2 s.h. The Community/Junior College; 2 s.h. Practicum, Instruction, or Internship in Higher Education; 3-4 s.h. Music Electives; 4-8 s.h. other approved electives (music or non-music).

Language: None required

Thesis: Optional

A comprehensive oral examination will be given.

Music Specialization for Professional Educators

Two graduate programs leading to the Educational Specialist's Degree, Curriculum and Instruction and Higher Education, provide for an academic concentration in music. Specific requirements in these programs are worked out jointly by the Department of Music and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

*Senior/Graduate Courses***4610. Marching Band Techniques/(2).S.**

A study of the fundamentals of marching, precision drill, formations and maneuvering; the planning of football shows and parades. Lecture two hours.

4611. American Music/(2).SS.

The development of American music from the Puritan psalm singers to contemporary jazz with particular attention given to those musical concepts and practices which are distinctly American. Lecture two hours.

4615. Concert Band Literature/(2).On Demand.SS.

A study of the development of the wind band and its literature. Significant original compositions and transcriptions with emphasis on Twentieth Century works. Lecture two hours.

4616. Opera Literature/(2).On Demand.SS.

Operatic development and literature from the Baroque period to the present day. Representative works will be studied visually and aurally. Lecture two hours.

4617. Chamber Music Literature/(2).On Demand.SS.

Instrumental ensemble music from the early Eighteenth Century to the present, with special emphasis on the string quartet as a musical form. Lecture two hours.

4618. Symphonic Literature/(2).On Demand.SS.

A comprehensive study of the development of the symphony from the Mannheim School to the present through an analysis of selected works. Lecture two hours.

4619. Keyboard Literature/(3).F.

A survey of the music literature for keyboard written from 1450 to the present. Selected examples will be studied in detail. Lecture three hours.

4630. Problems in Elementary School Music/(2).S;SS.

Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children. Lecture two hours.

4900. Internship in Music Merchandising/Technology/(8 or 12).F;S.

The internship will be performed off campus in the

employ of a cooperating music sales, manufacturing, or repair firm. Interns will receive compensation and will be responsible for certain duties in return. Cooperating firms will work closely with ASU faculty in training and evaluating the intern.

*Graduate Courses***5000. Bibliography and Research/(3).F;SS.**

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first semester of all beginning graduate music students. Lecture three hours.

5001. Analytical Technique/(3).S;SS.

The development of techniques for analysis of music from the Baroque to Mozart through counterpoint, melodic structure, harmony and form. Lecture three hours.

5002. Pedagogy of Music Theory/(3).F;SS.

A comprehensive review of basic theory with special emphasis placed upon the various methods of approach and the means of determining a personal philosophy. Lecture three hours.

5006. Philosophy of Music/(3).F;SS.

An investigation of the major philosophies of music in both historical and contemporary perspective. Particular emphasis is placed on aesthetic theory. The relationship between aesthetics of music educational methodology will be examined. Lecture three hours.

5014. Medieval and Renaissance Music/(3).F;SS.

A study of the development of polyphony from its monophonic origins with emphasis on the religious, political, economic and social forces which helped to shape the forms and practices of the Baroque. Alternate years. Three hours lecture.

5015. Music of the Baroque/(3).S;SS.

Originating from a study of Renaissance, reformation and other influences which led to the rise of accompanied monody, separate instrumental practices and new secular and sacred forms, this course explores the experimental attitudes and techniques of the Baroque period. Alternate years. Three hours lecture.

5016. Classic and Romantic Music/(3).F;SS.

A study of the codification of the Baroque-derived concepts of tonality and form and the expansion of these concepts in accordance with the underlying

ing philosophies of Classic and Romantic composers. Alternate years. Three hours lecture.

5017. Twentieth Century Music/(3).S;SS.

Includes a study of the dissolution of tonality and the utilization of new technical opportunities (especially electronic) along with the new spirit of experimentation which characterizes much 20th Century music. Alternate years. Three hours lecture.

5021. Grants Funding in the Fine Arts/(3).SS.

Acquaints students with federal, state, and private sources of outside funding for arts programs in educational institutions at all levels. Previous patterns of agency and foundation funding will be examined and current guidelines will be made available. Techniques of proposal writing will be studied along with procedures proven to be helpful in securing and negotiating grants. This course will culminate in each student preparing a grant proposal which may actually be submitted for funding or serve as a model for future submissions. Lecture three hours.

5030. Advanced Conducting/(2).S;SS.

Emphasis upon the critical examination of both choral and instrumental scores, with development of conducting skills necessary in securing the desired effects. Lecture two hours.

5032. Organization and Supervision of School Music/(2).S;SS.

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher and the school administration. (Same as SE 5032.) Lecture two hours.

5500. Independent Study in Music/(1-4). F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Variable content which may be repeated for credit. Topics will include special areas of music theory, music literature and music education.

5999. Master of Arts Thesis/(2-4).F;S;SS.
Graded on S/U basis.

Department of Philosophy and Religion

Chairperson: Hauser

Faculty: Carroll, Davis, Hauser, Hutchins, Lichtmann, Park, Ruble, Stines, Strickland, van der Bogert, Webb.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4549. Seminar/(3).F;S.

An intensive study of special problems, topics, or issues related to the study of philosophy and/or religion. The subject matter of this course will vary and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: one course in philosophy and/or religion or consent of instructor.

4900. Internship/(3-6). On Demand. Graded on an S/U basis.

Graduate Courses

5400. Religion in Appalachia/(3).S.

An examination of the origins, history, contemporary practices, and beliefs of the people of the Southern Appalachia region. Attention will be given to religion within the formal structure of the Church, within the social structures of mountain life and as component of individual identity.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics in Philosophy and/or Religion/(1-3). On Demand.

Department of Physics and Astronomy

Chairperson: Mamola

Faculty: Connolly, Lindsay, Mamola, Nicklin

Minor in Physics and Astronomy

A graduate (MA) minor in physics and astronomy consists of 8-12 semester hours selected from physics offerings numbered 4500 and above.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4510. Senior Honors Research and Thesis/(3). On Demand.

Independent in-depth research and preparation of a thesis on a significant topic in physics, directed by a member of the physics faculty. A thesis is presented orally and in writing to the department. Course grade assigned by the departmental honors committee. Required for graduation with honors in physics. A student who completes this course with a grade of B and who graduated with a GPA of 3.5 in physics courses will be graduated with "Honors" in physics; with a grade of A and a GPA of 3.7 in physics a student will be graduated with "Highest Honors" in physics. Prerequisites: GPA of at least 3.5 overall and 3.5 in physics courses. Approval of proposed research topic and methods by departmental honors committee, and assignment of research thesis advisor during the semester prior to enrollment in this course. Corequisite: PHY 4640. Open only to majors in physics during their final undergraduate semester.

4630.* Electronics/(3).S.

A study of the basic components, circuits and systems in modern electronic instrumentation. Special emphasis is given to the transistor, field effect transistor (FET), silicon controlled rectifier (SCR), and to linear and digital integrated circuits (TTL). Prerequisite: PHY 1102 or 1151. Lecture two hours, laboratory three hours.

*Offered in odd numbered years.

4640.Advanced Modern Physics/(3).S.**

A study of quantum mechanics and its applications to statistical, solid state and nuclear physics. The major experimental and theoretical results that led to the development of the quantum theory are discussed in detail. Corequisites: PHY 3010-3020, 3210, or 3220, and MAT 3130.

**Offered in even numbered years.

4820. Medical Physics/(3).F.

A study of the various applications of the principles of physics to functions of the human body. Topics include: mechanics of the skeleton, fluid mechanics and the cardiovascular system, electrical signals in the body and cardiology, light and vision, sound and hearing, radiation in diagnosis and therapy. Prerequisite: PHY 1102 or 1151. Lecture three hours.

4880. Special Topics in Physics/(3).On Demand.

A course devoted to a single topic. Current examples are advanced microprocessors and vector analysis. For example, Advanced Microprocessors/(3), a study of microprocessor hardware and software with emphasis on applications to technical problems of current interest. Prerequisite: Consent of instructor.

4900. Internship/(3-12).F;S;SS.

Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on S/U basis only.

Graduate Courses

5160. Astronomy/(3).SS.

A study of the solar system, measuring and detecting instruments, and phenomena beyond our solar system. Stellar evolution, nebulae, quasars, black holes, comets and physical evidence for extraterrestrial life are also discussed. Lecture three

hours.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics in Physics/(1-3).On Demand.

An intensive study of a single topic in physics.

Department of Political Science/ Criminal Justice

Chairperson: Sutton

Faculty: Allen, Barghothi, German, Moore, Moy, O'Block, Sutton, Thompson, Williamson, Willis

A Master of Arts degree in Political Science is designed to prepare students for careers in government service, teaching and for further graduate study. The academic Master of Arts degree in Political Science allows the student to plan a broadly based program which encompasses the field and provides a strong foundation in several areas, or allows the student to emphasize a particular area such as public administration or American government and politics. The Master of Arts for teachers is designed to prepare students to teach political and social science at the junior college level or in secondary schools. In addition to a comprehensive curriculum the department regularly organizes special summer institutes and programs. It has an overseas studies program in Great Britain which takes place during alternate summers. The department makes use of the Appalachian campus in New York and Appalachian House in Washington, D.C., bases from which students may learn on site by observing such organizations as the United Nations, the United States Supreme Court, the Congress and various government and political offices and agencies. The department has a local government management program, a government internship program, an environment and land-use education program, a rural government training and assistance program, and various other activities of interest to the student of public affairs. The department has a field-based graduate program for public administrators and is closely involved with the activities of the Appalachian Regional Bureau of Government.

Master of Arts in Political Science (academic)

Prerequisite: Undergraduate degree with a major or minor in Political Science or permission of the department.

Hours: 30 semester hours with thesis; 36 semester hours without thesis.

Required Courses: PS 5000. Bibliography and Research - 3 semester hours
With thesis, PS 5999 Master of Arts thesis-4 semester hours

Proficiency: Students must demonstrate a proficiency in reading a foreign language or using computers and statistics as a research tool. The department may determine the proficiency required.

Thesis: Students may choose a thesis or non-thesis program.

Comprehensive: A comprehensive examination is required of all students.

Master of Arts in Political Science with teacher preparation
COMMUNITY/JUNIOR COLLEGE TEACHER

Prerequisite: An undergraduate major or minor in Political Science.

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

Academic major including PS 5000 Bibliography and Research	3
With Thesis including PS 5999 Master of Arts Thesis 4 semester hours	22
Without Thesis	24
Community/Junior College Education	4
AH 5420 The Community/Junior College and the Technical Institute	2-3
AH 5440 Instruction in Post-Secondary Institutions or 6900. Internship Experiences	2-3
Electives	4-8

SECONDARY SCHOOL TEACHER

Prerequisite: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

Hours: 30 semester hours with thesis; 36 semester hours without thesis.

Required Courses:

Academic major including PS 5000 Bibliography and Research 3 semester hours	
With thesis including Master of Arts Thesis 4 semester hours	22
Without Thesis	24
Professional Courses	8
CR 4560. Measurement and Assessment	2
AH 5060. Curriculum Planning	2-3
OR	
SE 5620. Secondary School Curriculum	3

AH 5470. Social Foundations of Education	
OR	
AH 5350. Philosophy of Education	2
PSY 4555. Advanced Educational Psychology	
OR	
PSY 5565. Psychology of Adolescence	2
Electives	0-4

Political Science Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in political science. Specific requirements in these programs are worked out jointly by the Department of Political Science and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4540. Studies in Regional Political Patterns/(1-3).On Demand.

An examination of selected regions of the world which have common historical and cultural patterns influencing their political styles and capabilities. Topics may vary from semester to semester.

4550. Law and Society/(3).S.

An examination of the relationship between the values and culture of a society and the laws which it adopts; how law interacts with and responds to change in social values as seen by the courts through selected cases.

4665. Public Management/(3).F;S.

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management.

4720. International Organization and Law/(3).S.

An examination of the goals and structures of multinational organizations created to solve problems between nations, and the ways in which disputes between nations are settled.

4900. Internship in Public Affairs/(3-12).F;S;SS.

Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on S/U basis.

Graduate Courses

5000. Bibliography and Research/(3).F;SS.

5030. Seminar in American Government and Politics/(3).F;SS.

Special investigation of selected topics in American government and politics. The topics may vary from year to year.

5050. Seminar in Public Law and Judicial Behavior/(3).S.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making.

5120. Readings and Research in International Relations/(3).F.

The problems and policies of developing nations, the issues of colonialism, imperialism, nationalism, and an examination of current methodological trends in the exploration of these problem areas.

5130. Appalachian Political Perspectives/(3).F.

An examination of the political process in the Appalachian region. The fundamental political pro-

blems, the interrelationships of Appalachia and its people with the larger American political system, political culture, and economy. Offered alternate odd years.

5160. Problems of Public Administration/(3).S.

An examination of selected problems in public administration with emphasis on analytical case studies.

5180. Problems in Public Policy Analysis/(3).S.

An examination of problems focusing on the process, politics and administration of public policy-making, includes agenda setting, formulation, implementation and evaluation, and surveys the theoretical bases, methodological tools and political maneuvers available to policy-makers and their critics. The topics may vary from year to year.

5240. Seminar in Comparative Government and Politics/(3).S.

An examination of selected topics in comparative political analysis. The topics may vary from year to year.

5330. Problems in State and Local Government/(3).S.

Research on selected topics and American state and local government. The topics may vary from year to year.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

5900. Internship in Public Affairs/(3-9).F;S;SS.

Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on S/U basis only.

5999. Master of Arts Thesis/(2-4).F;S;SS.

it adopts how law interacts with and responds to change in social values as seen by the courts through selected cases.

4552. Abnormal Psychology/(3).F;SS.

The study of individuals and groups who demonstrate atypical behaviors. This may include historical definitions of abnormality, standard psychiatric nosology and etiology, prevention and treatment of maladaptive behaviors. The concept of ultra-normal behavior may also be explored. Theoretical basis for the courses will reflect biases of the professor. (Same as PSY 4552)

4580. Private Security/(3).F. (Alternate years).

An examination of unique security problems in establishments, industrial establishments, universities and colleges; a review of private security regulatory boards, licensing, registration of private security businesses and personnel.

4670. Crime Analysis and Criminal Justice Planning/(3).S.

An examination of crime analysis-functions, methodologies, capabilities, and limitations; an examination of the function of planning in the criminal justice system on the national, state and regional levels and within local agencies. Offered alternate years.

4700. Behavior Modification/(3).F;S.

The application of operant contingency management principles to personal, interpersonal, and learning problems. (Same as PSY 4700)

4800. Criminal Justice Administration/(3). F. (Alternate years).

A discussion and evaluation of criminal justice policies and practices with a focus upon a systems approach to criminal justice, interaction of theory, research and practice into preparation of a senior research paper.

4900. Internship in Criminal Justice/(3-12).F;S;SS.

Field work in a criminal justice agency, office or institution and involvement in problem solving in these agencies and offices. Graded on S/U basis.

Graduate Courses

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3). On Demand.

Criminal Justice

Senior/Graduate Courses

4550. Law and Society/(3).S.

An examination of the relationship between the values and culture of a society and the laws which

Department of Psychology

Chairperson: Crouch

Graduate Faculty: Brigner, Clark, Cook, Crouch, Deni, Dowell, Duke, Fox, Hageseth, Hatch, Johnson, Knight, Levin, Long, S. Moss, W. Moss, Powell, Schneider, Sigmon, Skibbe, Snipes, Terrant, Trnavsky, Walls, Wesley, Wilson

The Department of Psychology offers courses of study leading to the Master of Arts degree with specializations in clinical, general-experimental, industrial-organizational, junior college teaching, and rehabilitation. In cooperation with the Department of Counselor Education and Research, a two-year course of study is offered which leads to the Master of Arts in School Psychology and a Certificate of Advanced Study.

Admission requirements for all programs are satisfactory grades in all undergraduate work and at least a 3.00 average in undergraduate psychology courses, satisfactory scores on the Graduate Records Examination, and three letters of recommendation. For all programs except the School Psychology program, the GRE Advanced Test in psychology is also required.

The Master of Arts in Clinical Psychology consists of 48 semester hours as follows:

PSY	5000.	Research Problems	3
PSY	5700.	Psychological Assessment I	3
PSY	5701.	Psychological Assessment II	3
PSY	5710.	Behavior Change I	3
PSY	5711.	Behavior Change II	3
PSY	5900.	Clinical Practicum I	3
PSY	5900.	Clinical Practicum II	3
PSY	5900.	Clinical Practicum III	3
PSY	5900.	Clinical Internship	6
PSY	5999.	Master of Arts Thesis	4
		Approved Concentration	6
		Approved Electives in Psychology	8

Each candidate will demonstrate proficiency in reading a foreign language or using computer science and/or statistics and will satisfactorily complete a comprehensive examination administered by the departmental adviser.

The Master of Arts in General-Experimental Psychology consists of 30 semester hours as follows:

PSY	5000.	Research Problems	3
PSY	5010.	Research Seminar	1

PSY	5550.	Theories of Personality	3
PSY	5610.	Advanced Experimental Psychology	3
PSY	5650.	Learning, Cognition and Memory	3
PSY	5999.	Master of Arts Thesis	4
STT	5810.	Advanced Experimental Design	3
		Approved Concentration	6
		Approved Electives in Psychology	4

Each candidate will demonstrate proficiency in reading a foreign language or using computer science and/or statistics and will satisfactorily complete a comprehensive examination administered by the departmental adviser.

Within the General Experimental framework the Master of Arts in Junior College teaching is an option. This degree consists of 30 semester hours with a thesis and 36 semester hours without a thesis. The following courses are required.

PSY	4650.	Physiological Psychology	3
PSY	4658.	History and Systems of Psychology	3
PSY	5000.	Research Problems	3
PSY	5550.	Theories of Personality or	
PSY	5650.	Learning, Cognition and Memory	3
STT	5810.	Advanced Experimental Design	3
AH	5420.	The Community/Junior College and The Technical Institute	2
AH	5440.	Instruction in Post Secondary Institutions or	
AH	6900.	Internship/Field Experiences	2-3
		Approved Electives in Psychology	11-17

The student must satisfactorily complete a comprehensive examination as prescribed by the department adviser.

The Master of Arts in **Industrial-Organizational Psychology** consists of forty-six semester hours in the program and completion of the following prerequisites:

General Psychology	3
Introductor Statistics	3
Psychology of Learning or	
Experimental Psychology	3
Principles of Management	3
Principles of Economics (Macro)	3
Accounting	3

I. Required Courses

A. Psychology

STT	3820.	Statistical Methods II	3
PSY	5000.	Research Problems	3
PSY	5670.	Position and Task Analysis	3
PSY	5660.	Personnel Selection and Placement	3
PSY	5671.	Human Resources Development	3

PSY	5661.	Performance and Attitude Measurement	3
PSY	5999.	Thesis or	
PSY	5500.	Independent Study Project	4
			22
B. Business			
MGT	4630.	Labor Relations	3
MGT	5150.	Behavioral Applications in Business	3
MGT	5160.	Applied Personnel Administration	3
MGT	5170.	Organization Design and Development	3
			12
II. Electives			12
Not more than 6 hours can be earned in the College of Business.			
Psychological tests and measurements is a prerequisite for personnel selection and placement and personnel administration is a prerequisite for labor relations. Students who did not complete these courses as under-graduates should include them as electives. If conditions permit, a practicum or internship experience (3-6 s.h.) is strongly recommended.			
Each candidate will demonstrate proficiency in reading a foreign language or using computer science and/or statistics and will satisfactorily complete a comprehensive examination administered by the departmental adviser.			
The Master of Arts in Vocational Rehabilitation Psychology consists of the following:			
I. Required Core Courses			
A. First Semester			
PSY	5000.	Research Problems or	
CR	5000.	Research Problems	3
PSY	4700.	Behavior Modification or	
PSY	5710.	Behavior Change I	3
PSY	5010.	Research Seminar	1
		Concentration and Electives	6
B. Second Semester			
PSY	5592.	Advanced Medical Aspects of Disability	3
PSY	5900.	Rehabilitation Counseling Practicum	3
		Concentration and Electives	6
C. Third Semester			
PSY	5591.	Rehabilitation Services	3
		Concentration and Electives	8-9

D. Fourth Semester

PSY	5900.	Internship	6
PSY	5500.	Independent Study: Individual Investigation)	3
Total Hours			45

II. Additional Requirements for Concentrations

A. General Rehabilitation

CR	5220.	Counseling Theories and Techniques or	
PSY	5711.	Behavior Change II	3
PSY	5595.	Evaluation and Placement of the Exceptional Individual	3
PSY	5900.	Clinical Practicum II	3
PSY	4655.	Advanced General Psychology	3

B. Health Psychology

BIO	4590.	Biometrics or	
		Approved Statistics Alternative	2
HED	5620.	Physiology of Exercise	3
HEC		An approved nutrition course	3
PHY	4820.	Medical Physics	3
SOC	4570.	The Addictive Process or	
CR	4570.	The Addictive Process	3
PSY	5593.	Biofeedback	3

Each candidate will demonstrate proficiency in reading a foreign language or using computer science and/or statistics and will satisfactorily complete a comprehensive examination administered by the departmental adviser.

The joint program in School Psychology leading to a Master of Arts degree consists of a minimum of 60 semester hours with a thesis and 66 semester hours without a thesis. Upon completion of the requirements the student will also be awarded a Certificate of Advanced Study and will be eligible for certification as a Level II School Psychologist in North Carolina. Specific requirements are as follows:

Guideline I. Psychology of Learning Difficulties of Children

PSY	4555.	Advanced Educational Psychology	2
SPE	5540.	A Study of Child Variance	3
CR	6620.	Consultation with Parents and Teachers	3
RE	4720.	Diagnostic and Remedial Reading	3
SPE	4571.	Introduction to Emotional Disturbance	3

 14 s.h.

Guideline II. Techniques of Measurement and Evaluation

CR	5140.	Psychological and Educational Testing	3
		(CR 4600 or equivalent is prerequisite)	
PSY	5700.	Psychological Assessment I	3
PSY	5701.	Psychological Assessment II	3

		(PSY 5700 and Abnormal Psychology are prerequisites)	
CR	5660.	Psychoeducational Assessment	3
			12 s.h.

Guideline III. Personality Development and Dynamics of Human Behavior

PSY	5710.	Behavior Change 1	
		OR	
PSY	4700.	Behavior Modification	3
PSY	5550.	Theories of Personality	
		OR	
PSY	5552.	Advanced Abnormal Psychology	3
PSY	5560.	Child Psychology (2-3)	
		OR	
PSY	6100.	Advanced Developmental Psychology	2-3
PSY	5565.	Adolescent Psychology	2-3
CR	5220.	Counseling Theory and Techniques	4
			14-16 s.h.

Guideline IV. Research and Statistics

CR	5000.	Research in Education	
		OR	
PSY	5000.	Research Problems	3
CR	5870.	Statistical Applications in Education	2
CR	6000.	Seminar in Research Design (3) (May be taken while on Internship)	
		OR	
CR	5999.	Master of Arts Thesis (4)	
		OR	
PSY	5999.	Master of Arts Thesis (4)	3-4
			8-9 s.h.

Guideline V. Professional Development, Curriculum, and Supervised Experiences

PSY	5810.	Functions of the School Psychologist	3
SPE	5576.	Advanced Diagnostic Prescriptive Teaching (4)	
		OR	
SPE	5574.	Instructional Strategies in Learning Disabilities (3)	
		OR	
AH	5060.	Curriculum Development (2)	2-4
CR	5900.	Supervised Practicum in School Psychology	4
PSY	6900.	Internship: School Psychology II	6
			15-17 s.h.

Total 66 s.h.

Students electing to do a thesis will be required to have 60 graduate credits for a CAS rather than 66 credits.

Each candidate will satisfactorily complete a comprehensive examination administered by the advisor.

Psychology Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in psychology. Specific requirements in these programs are worked out jointly by the Department of Psychology and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4550. Psychology of Personality/(3).F;S;SS.

A study of factors involved in the developmental and applied aspects of the broad area of personality theory.

4551. Social Psychology/(3).F;S;SS.

Social psychology surveys groups phenomena and the effects that group influence has on individual behavior. Key topics reviewed include social validation processes, conformity and obedience behavior, cognitive dissonance, prejudice and attitude change, group differences, and a critique of intelligence testing.

4552. Abnormal Psychology/(3).F;S;SS.

The study of individuals and groups who demonstrate atypical behaviors. This may include historical definitions of abnormality, standard psychiatric nosology and etiology, prevention and treatment of maladaptive behaviors. The concept of ultra-normal behavior may also be explored. Theoretical basis for the course will reflect biases of the professor. (Same as CJ 4552)

4560. Psychology of Early Childhood/(3).F.

An intensive study of the physical, social, emotional and intellectual development from conception to the beginning school years. Emphasis will be placed on reviewing relevant research from major contributors such as Piaget, Erickson, White, Bruner, etc. The course will focus on the interrelatedness of the various aspects of development—the “whole child” concept. Prerequisite: PSY 3301 or equivalent.

4562. Psychology of Aging/(3).F.

Focus on the psychological changes associated with the process of aging. Particular attention will be devoted to cognitive and personality factors—stressing the elements of consistency and change in each. An attempt will be made to separate myth and reality as each area of functioning is discussed. Graduate students will be expected to become involved in an area of research at some level.

4640. Seminar in Critical Issues in Psychology/(1-3).On Demand.

Contemporary research issues in psychology. Opportunities to consider a particular aspect of research in depth. Topics vary from year to year depending upon the interests of students. Prerequisite: A major or minor in psychology and permission of instructor.

4650. Physiological Psychology/(3).F.

An examination of the physiological correlates of behavior. Emphasis is placed on sensations, emotions, memory, and the basic drives.

4651. Perception/(3).S.

A survey of classical and contemporary theories of perception. Visual and auditory systems are emphasized.

4652. Comparative Psychology/(3).S.

Covers psychological processes in infrahuman organisms. The plan of animal experimentation in psychology and animal research. Prerequisite: STAT 3810 or equivalent.

4655. Advanced General Psychology/(3).S.

A critical study of some of the major experimental and research findings and methods in contemporary psychology. Prerequisite: 15 hours of Psychology or permission of the chairperson of the Psychology Department.

4658. History and Systems of Psychology/(3).F;S;SS.

An analysis of physiological and philosophical antecedents for modern psychology, and the systems which emerge from these. The course provides perspective and closure relevant to the development of behaviorism, neobehaviorism, psychoanalysis, and gestalt psychology.

4660. Psychological Tests and Measurements/(3).S.

A critical survey of measuring devices in clinical, counseling, and educational practice emphasizing theory, development and standardization. Laboratory practice in methods of appraisal to include their administration, scoring and interpretation. Prerequisite: STT 3810.

4670. Industrial Psychology/(3).S.

A survey of potential and actual applications of psychological principles and methods to the problems of business, industrial and other organizations. Emphasis on personnel functions, the nature and etiology of behavioral deviations, and organizational factors related to these deviations.

4671. Organizational Psychology/(3).F.

A survey of potential and actual applications of psychological principles and methods to the problems of business, industrial and other organizations. Emphasis on organizational communication, the dynamics of work groups and individual motivation.

4700. Behavior Modification/(3).F;S.

The application of operant contingency management principles to personal, interpersonal, and learning problems. (Same as CJ 4700)

4900. Internship: Field Work in Applied Psychology/(3-12).F;S.

Supervised placement in a setting which provides appropriate opportunity for observing and practicing psychological skills. Among the settings in which such skills could be practiced are mental health centers, hospitals, rehabilitation centers, and departments in which personnel services are coordinated. Students must seek approval of their advisor in the psychology department before enrolling. Graded on S/U basis only.

Graduate Courses

5000. Research Problems/(3).F;SS.

An advanced treatment of principles and procedures for conducting psychological research, including problem formulation, sampling, research design, and data analysis. Students will propose and conduct original research projects which will be supplemented by concurrent lectures and discussions concerning selected methodological and substantive issues.

5010. Research Seminar/(1).F;S.

The seminar on selected topics in research is designed to handle the various problem encountered by students in their research. Students will present research proposals and discuss current research in various areas of psychology.

5011. Teaching of Psychology/(1). On Demand.

A course required of all Graduate Teaching Assistants responsible for teaching one or more sections of Psychology 2201. Students will be introduced to alternative teaching approaches, guided in constructing tests, and provided information about teaching resources. Students' success in teaching will be evaluated. Graded on an S/U basis.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On demand.

Altered states of consciousness, clinical hypnosis, death and dying, classroom management, rational emotive approach to marriage and family therapy, psychophysiology, rehabilitation adjustment services, and research in and the use of tests such as the MMPI, Binet and Wechsler have been offered.

5550. Theories of Personality/(3).F.

A study of contemporary and/or traditional theories of individual personality structure and development. Prerequisite: PSY 4550 or equivalent.

5552. Advanced Abnormal Psychology/(3).S.

A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Alternative ways of viewing "abnormal" behaviors may be presented. Prerequisites: PSY 4550, 4552, or 5550.

5555. Advanced Educational Psychology/(2-3).F;S;SS.

An exploration of how learning theory can be ap-

plied in the school environment by teachers, counselors, and administrators to enhance the learning experience.

5560. Child Psychology/(2-3).F;SS.

The development of behavior of the child. Emphasis will be placed upon growth and maturation of structure, the acquisition of habits and emotions, development of capacity, formation of interests, mental hygiene, and physiological facets of behavior which have particular implications for teachers, counselors, and librarians.

5565. Adolescent Psychology/(2-3).S;SS.

A study of students of high school age in the light of modern investigations of the physical, intellectual, and emotional changes as well as the relation of physical development to mental growth, adolescent interests, personality and social consciousness, and the adaptation of programs of study and amusement.

5590. Evaluation of Exceptional Children/(3).F;SS.

A study of special diagnostic procedures with children who have physical, intellectual and sensory impairments.

5591. Rehabilitation Services/(3).F.

Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work, training, and sheltered workshop programs. (Same as SPE 5591).

5592. Advanced Medical Aspects of Disability/(3).S;SS.

What constitutes severe disability; its effect on the individual, and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae. Prerequisite: PSY 3392. (Same as SPE 5592.)

5593. Biofeedback/(3).F.

This course will review the historical background of biofeedback, stressing Biofeedback as an aid in stress management, treatment of psychosomatic disorders and in muscle relaxation, and the physiological basis of self regulation. Students will become familiar with the application of the EMC, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

5595. Evaluation and Placement of the Exceptional Individual/(3).S.

A study of evaluative procedures aimed at

assisting handicapped individuals in achieving a more satisfying and productive life. Exploration of occupational and educational opportunities and resources. Consideration is given to supportive services including education, workshops, job modification, and vocational placement.

5610. Advanced Experimental Psychology/(3).F.

A critical study of some of the major experimental findings and of research methodology in contemporary psychology is the major focus. Emphasis will be placed upon problems in perception and animal conditioning.

5640. Seminar/(3).

Consideration of contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interest of students. Prerequisite: Six graduate hours in psychology.

5650. Learning, Cognition, and Memory/(3).S.

Classical learning theory is reviewed and extrapolations which comprise the current state-of-the-art in cognition and memory are examined in depth. Current literature relevant to contemporary models of learning, cognition, and memory is reviewed, and specific problems are identified and examined in the laboratory. Lecture 2 hours; laboratory 2 hours.

5660. Personnel Selection and Placement/(3).F.

A study of the most effective techniques of employee selection and placement. Consideration given to such topics as legal issues, use of biographical data, test construction and employment interviewing. Prerequisite: PSY 4660.

5661. Performance and Attitude Measurement/(3).S.

A study of employee performance appraisal systems and approaches to measuring employee attitudes. Consideration given to such topics as legal issues in performance appraisal, performance appraisal techniques, development of attitude surveys and organizational applications of survey generated data. Prerequisite: PSY 4660.

5670. Position and Task Analysis /(3).F.

A study of systematic approaches to gathering and documenting information about the content of jobs and job requirements. Emphasis on methods of developing task information and applications of

the information to organizational processes.

5671. Human Resources Development/(3).S.

A study of the design and implementation of training and development programs in business, industrial and other organizations. Emphasis on training techniques and strategies for evaluating training.

5700. Psychological Assessment I/(3).F.

A practice based study of the development, standardization, and interpretation of variety of cognitive and developmental measures including the Wechsler Scales, Stanford-Binet and selected other individually administered psychometric instruments. Supervised practice in administration, scoring, and interpretation is provided.

5701. Psychological Assessment II/(3).S.

Theory, research findings and clinical applications of major projective techniques with emphasis on Rorschach and TAT. Techniques for assessment of family interactions, couples dynamics, and other interactional groups may also be included. New and developing techniques used for assessing individuals may be included at the professor's discretion. Prerequisite: PSY 5700 and 4552.

5710. Behavior Change I/(3).F.

Theory and application of operant and respondent learning principles to the treatment of maladaptive behaviors in various settings. Self-management and the acquisition of new skills are also emphasized. A practicum experience is provided.

5711. Behavior Change II/(3).S.

A critical evaluation of the current major approaches to psychotherapeutic behavior change including research findings applications. Prerequisite: PSY 5710.

5810. Functions of the School Psychologist/(3).F.

This course is designed to provide training in several areas relevant to the functioning of the school psychologist. This will be accomplished both didactically and experientially. Among the major topics to be covered are models of school psychology, legal issues, relevant research, performing a case study, and interviewing skills.

5900. Internship/(3-12).F;S;SS.

Subject areas include the following and may be combined for a total credit of 15 semester hours:

Clinical Practicum I(3).F.

A group process oriented experience in which the

study participants focus on the development of such interpersonal skills as communication of self to others, feedback, self-disclosure; and constructive confrontation of others. Graded on S/U basis only.

Rehabilitation Counseling Practicum/(3).S.

Application of counseling techniques to problems encountered by clients with various disabilities. Students cannot take both this practicum and Clinical Practicum I for credit.

Clinical Practicum II and III/(3-3).F;S.

Progressive assumption of responsibility in implementing behavior change, psychological assessment, consultation skills and other professional responsibilities of the clinical psychologist or rehabilitation psychologist. Supervision is provided by staff psychologists and other area professionals in settings such as The Counseling and Psychological Services Center, area mental health centers, hospitals, and developmental evaluation units. Prerequisite: Admission to MA program in clinical psychology or rehabilitation psychology. Graded on S/U basis only.

Clinical Internship/(6).F;S.

Six months full-time placement in a mental health setting under professional supervision; to include experience with psychological evaluation, individual and group psychotherapy and behavior change, work with interdisciplinary team; consultation with community agencies and schools, and work in institutional settings. Prerequisite: Approval of the director of the clinical or rehabilitation program. Graded on an S/U basis only.

5999. Master of Arts Thesis/(4).F;S;SS.

Graded on S/U basis only.

6100. Advanced Developmental Psychology/(3).S.

An advanced study of how developmental processes influence human behavior as evidenced by current development theories and current research findings. Special attention is devoted to these processes as they relate to school settings.

6900. Internship: School Psychologist II/(6).F;S.

Placement in a school setting under professional supervision; to include experience with psychological evaluation, individual and group counseling, behavior change strategies, work with interdisciplinary team; consultation with community agencies. Graded on S/U basis only.

Department of Reading Education

Chairperson: Childress

Faculty: Blanton, Childress, Dedmond, Farris, Moorman, Norwood, Parker, Price

Graduate study in the area of reading education prepares individuals for teaching reading from kindergarten through grade 12 and permits the individual to teach in the area(s) of his or her undergraduate major. Further advanced graduate study also prepares the individual for leadership roles in the area of reading education. Students seeking certification must complete their application for admission to Graduate School before they have earned 12 hours of graduate credit.

Each individual program is planned by the student and his/her advisor according to the educational background and professional goals of the student. A program of study for each student is developed from the following courses:

Master of Arts in Reading Education

Prerequisite: A baccalaureate degree; satisfactory scores on the Graduate Records Examination. If the degree is a non-teaching degree, the student who intends to become a candidate for the Master of Arts degree in Reading Education must complete undergraduate courses in education and related areas as outlined by the advisor.

General Requirements:

CR	4560.	Measurement and Assessment	2
CR	5000.	Research in Education	2-3

One of the following:

AH	5350.	Philosophy of Education	2
AH	5470.	Social Foundations of Education	2

One of the following:

PSY	5555.	Advanced Educational Psychology	2-3
PSY	5560.	Child Psychology	2-3
PSY	5565.	Adolescent Psychology	2-3

In order to meet guidelines for certification, 27 semester hours can be selected from the following:

*RE	4591.	Advanced Study in the Teaching of Reading	3
*RE	4620.	Reading Instruction in the Middle/Junior and Senior High School	3
RE	4650.	Linguistics and Reading	3
*RE	4710.	Informal Classroom Diagnosis and Corrective Reading Communications	3
*RE	4720.	Diagnostic and Remedial Reading I	3

RE	4730.	Diagnostic and Remedial Reading II	3
RE	5080.	Clinical Problems in Reading	3
*RE	5111.	Issues, Trends, and Practices in Reading	3
RE	5120.	Psychological Bases of Reading	3
*RE	5570.	Reading Curriculum: Organization, Supervision and Assessment	3
RE	5591.	Advanced Course In the Selection and Design of Reading Material and Methods of Instruction	3
RE	5670.	Research In Current Literature in Reading	3
*Required for certification			

With the approval of his/her advisor, the student may apply the following courses to his or her program of study:

RE	4640.	Workshop in the Teaching of Reading	2
RE	4890.	Reading and Communications	2
RE	5500.	Independent Study	1-4
RE	5510.	Field Experience in Teaching of Reading	1-6
RE	5530.	Selected Topics	1-3
RE	5710.	Seminar in Reading	3

Language: Not required

Thesis: Optional. In the Department of Reading Education, a student may elect to write a thesis in addition to completing 30 semester hours of acceptable graduate credit. A 36 semester hour program is required without the thesis.

Comprehensive: A comprehensive examination, either oral or written or both, is required of every candidate for the degree.

Educational Specialist’s Degree

Prerequisite: M.A. degree or equivalent in Reading Education, satisfactory scores on the Graduate Records Examination.

Required:

CR	6000.	Seminar In Research Design	3
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Take one of the following:

PSY	4671.	Organizational Psychology	3
SOC	5350.	Contemporary Social Issues	3

Take eight of the following:

RE	6100.	Theoretical Models and Processes of Reading	3
RE	6200.	Interdisciplinary Approaches to Reading Disability	3
RE	6300.	Decision-Oriented Research and the Management of Reading Instruction and the Reading Program	3
RE	6400.	Evaluating Reading Personnel and Implementing In-Service Education Based on Models of Teaching	3

RE	6500.	Independent Study	3
RE	6530.	Selected Topics	3
RE	6600.	Historical Survey of Reading Education	3
RE	6730.	Advanced Seminar in Reading	3
RE	6900.	Field Experience in Reading	3

Thesis: Not required

Comprehensive: A comprehensive examination, either oral or written or both, is required of every candidate for the Educational Specialist Degree.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4591. Advanced Study in the Teaching of Reading/(3).F;SS.

The intent of this course is to help reading education majors expand their knowledge of the parameters of reading instruction and the total school reading program. Emphasis is placed on increased knowledge of the reading process, instructional methods and techniques, scope and sequence of reading skills, instructional materials, instruments for measuring reading ability, and sources of information on reading.

4600. Philosophical, Educational, and Socio-Political Issues Related to Reading Education/(3).F.

This course takes a look at reading education processes, deficits, structures, and functions from the perspectives of philosophy, education, society and politics. In addition, the course considers recent changes in the above areas that affect the reading education of children.

4620. Reading Instruction in the Middle/Junior and Senior High School/(3).F;S;SS.

In addition to covering the content and skills presented in RE 4630, this course covers the following: (1) the developmental reading program, (2) organizing and administering the high school reading program, (3) reading interests and tastes, (4) providing reading instruction for special groups, (5) meeting needs of the individual reader. (Same as SE 4620)

4630. Reading in the Content Areas/(2).F;S;SS.

This course prepares content area teachers to utilize reading as an instructional process in their classrooms. In addition reading is used to gain perspective on broader learning processes. Course topics include: (1) Classroom assessment

procedures, including textbook evaluation and selection, and classroom diagnostic techniques. (2) Accommodating individual differences. (3) General lesson and unit planning strategies. (4) Focused instructional strategies, which include specific teaching activities for reading and learning. (This course may be used to meet certification requirements for special subject teachers in grades 7-12 who teach subjects such as: English, Social Studies, Math, Science, Biology, Health and Physical Education, Sociology, Geography, Drivers Education, Business, Music, Art, Foreign Language, and so on.)

4640. Workshop in Teaching Reading/(2).SS.

4650. Linguistics and Reading/(3).F;SS.

Relates these areas of linguistics to the process of reading: phonetics, syntax, semantics, rhetoric and dialect.

4710. Informal Classroom Diagnosis and Corrective Reading Communication/(3).F;S;SS.

Prepares students to administer and interpret commonly used informal reading tests and other data in order to plan effective classroom instruction for remedial, developmental and gifted pupils. Prerequisites: RE 3900, RE 4591, RE 4620, or RE 4670.

4720. Diagnostic and Remedial Reading I/(3).F;S;SS.

The course deals with commonly used tests and how to locate causes of reading difficulties and to prescribe corrective procedures for the severely disabled reader. Prerequisites: RE 3900, RE 4710, RE 4620 or RE 4591.

4730. Diagnostic and Remedial Reading II/(3).F;S;SS.

Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: RE 4720.

4890. Reading and Communications/(2).On Demand.

Centers on reading as it relates to mass media and communications.

4900. Field Experience/(3).F.

Students register only by permission of advisor in reading.

Graduate Courses

5080. Clinical Problems in Reading/(2-6).S;SS.

Deals with clinical techniques used in the diagnosis and treatment of reading problems. Prerequisite: RE 4720, and majors.

5111. Issues, Trends, and Practices in Reading/(2-3).F;S;SS.

Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

5120. Psychological Bases of Reading/(3).F;SS.

The thrust of this course is toward providing advanced reading majors with a comprehensive overview of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading, (2) reading as verbal behavior, (3) perception and sensation in reading, (4) reading and cognition, (5) learning and reading, (6) growth and development and reading, (7) attention, motivation, and reading (8) personality and reading, (9) learning from written materials and (10) individual differences and reading.

5500. Independent Study/(1-4).F;S;SS.

Open to majors only and by permission of advisor.

5510. Field Experience in Teaching Reading/(1-6).F;S;SS.

Students register only by permission of advisor.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. Students may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of four hours credit.

5570. Reading Curriculum: Organization, Supervision and Assessment/(3).S;SS.

Studies are made of the following: reading curriculum designs, implementation, supervision and evaluation of reading programs. Prerequisites: 18 hours in reading or permission of advisor in reading.

5591. Advanced Course in the Selection and Design of Reading Materials and Methods of Instruction/(3).S;SS.

The major thrust of this course is on enabling students to evaluate and select appropriate methods and materials to meet particular instructional needs. In addition the course emphasizes exploration of the reading materials appropriate for various school settings and populations, along with the design, development, and try out of instructional materials. Prerequisite: 18 hours in reading or permission of graduate advisor in reading.

5670. Research in Current Literature in Reading/(3).S;SS.

Research and critical analysis are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of advisor in reading.

5710. Seminar in Reading/(3).S;SS.

This course is planned to meet the needs of specific groups in reading. Students can register only by permission of advisor.

5999. Master of Arts Thesis/(1-4).F;S;SS.

Graded on S/U basis.

6100. Theoretical Models and Processes of Reading/(3).S;SS.

Provides the Ed.S. candidate in reading education with an in-depth knowledge of models and processes of reading behavior, language development, and psycholinguistics. Explicit with this course is the expectation that students will read extensively the primary sources of theories on language development and psycholinguistics. Unlike previous courses, where theories, principles and postulates were accepted as such for analytic purposes and application, this course will

deal with the analysis, description, and evaluation of theories as theories. Theories will be evaluated against such criteria as level of development, internal consistence, degree of formalization and usability.

6200. Interdisciplinary Approaches to Reading Disability/(3).S;SS.

Provides students with interactive experiences and knowledges based on the assumptions that an interdisciplinary effort maximizes utilization of resources and that the exclusion of information from relevant disciplines limits the diagnosis, prognosis, and treatment of reading disability.

6300. Decision-Oriented Research and the Management of Reading Instruction and the Reading Program/(3).F;SS.

Reading instruction and its effects are among the most intensely evaluated subject matter areas in the schools. This course provides advanced students with an understanding of philosophical issues related to valuing, and teaches skills for implementing specific models of evaluation and decision strategies.

6400. Evaluating Reading Personnel and Implementing In-Service Education Based Models of Teaching/(3).S;SS.

Focuses on issues and methods of evaluating teachers of reading. Students also have an opportunity to study various models of teaching and their implications for the teaching of reading and in-service education for teachers of reading.

6500. Independent Study/(3).F;S;SS.

Provides students with an opportunity to pursue an in-depth study of a topic in reading. This course is conducted on an individual basis by reading faculty who have an interest in the topic pursued by the student.

6530-6549. Selected Topics/(3).On Demand.

6600. Historical Survey of Reading Education/(3).F;SS.

Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: (1) sociology of reading, (2) physiology and psychology of reading, and (3) pedagogy of reading.

6730. Advanced Seminar in Reading/(3).On Demand.

Brings faculty and students together to inquire into the "real world" problems of reading. The course will provide students with an opportunity to acquire and refine inquiry skills and to interact with members of other disciplines having an interest in reading. In addition, students will have opportunities to attend major professional conferences and to interact with professionals in the field.

6900. Field Experience in Teaching Reading/(3).F;S;SS.

Enables advanced majors in reading to obtain experiences of leadership, management, research, and teaching in areas of reading at all educational levels.

Department of Secondary Education

Chairperson: Jamison

Faculty: Bosworth, Fulmer, Jamison, McCarthy, Mamola, Mielke, Quickenton, Tashner, Wadsworth

The Department of Secondary Education offers graduate courses leading to graduate certification in the various fields of instruction in the secondary school (grades 7-12). In addition to meeting the requirements for graduate certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

The department also provides service to majors other than those in secondary teaching programs.

Secondary School Teacher

Prerequisite: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

For required courses in the academic field, see the appropriate department.

Majors available to secondary teachers are: biology, chemistry, economics and business, English, French, geography, history, industrial arts, library science, mathematics, music, physical education, political science, social science*, sociology, and Spanish.

*See the Social Science section of the catalog and/or department in which the area of concentration is offered.

Academic major/concentration including academic research		22-24 hours
(See the appropriate department for area requirements)		
	With thesis	22
	Without thesis	24
Professional Courses		8-12
Measurement and Assessment		2 hours required
CR	4560. Measurement and Assessment	2
Curriculum Studies		2-3 hours required
SE	5620. Secondary School Curriculum	3
AH	5060. Curriculum Planning	2-3
Cultural Foundations of Education		2-3 hours required
AH	5350. Philosophy of Education	2
AH	5470. Social Foundations	2
(the following courses may also meet this requirement		
with the approval of the chairperson of Secondary		
Education and the student's advisor):		
SE	4800. Education of the Culturally Diverse	3
SE	4810. Education in Appalachian America	3
SE	4820. Education in Urban America	3
SE	5800. History of American Education	3
Psychological Foundations of Education		2-3 hours required
PSY	5555. Advanced Educational Psychology	2-3
PSY	5565. Psychology of Adolescence	2-3
Electives (either in the academic concentration or		
professional education)		0-4 hours

(For a description of the notation used in the following list of courses, see page 63.)

*Senior/Graduate Courses***4620. Reading Instruction in the Middle/Junior and Senior High School/(3).F;S;SS.**

Reading problems encountered on the high school level; reading in the content areas of the curriculum; the total school responsibility in reading improvement. Opportunities for practical application provided. (Same as RE 4620)

4621. Club/Co-Curricular Activities/(3).SS.

A study of clubs/co-curricular activities as they function in high schools today. Emphasis is placed on the faculty members role as sponsor and director of clubs. This course is also structured for trade and industry education and is a requirement for certification for teachers in occupational education.

4800. Education of the Culturally Diverse/(3).F;SS.

A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. Open to graduates and seniors.

4810. Education in Appalachian America/(3).S;SS.

A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. Open to graduates and seniors.

4820. Education in Urban America/(3).S;SS.

A course to assist those who are or plan to teach in the urban setting. An in-depth examination of the urban society and its relation to the schooling process with attention to the creation of teaching strategies and materials. Open to graduates and seniors.

4900. Internship: Student Teaching High School/(6 or 12).F;S.

Full-time teaching experience under supervision for one semester or part-time teaching experience under supervision for one year. This includes students majoring in art, physical education and health, library science, music, and special education grades K-12 and students who plan to teach secondary school subjects grades 7-12. Offered

on S/U basis.

*Graduate Courses***5032. Organization and Supervision of School Music/(2).S;SS.**

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. (Same as MUS 5032.)

5150. Organizing and Planning Student Teaching/(2).F;SS.

A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

5160. Supervision of Student Teaching/(3).SS.

A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

5500. Independent Study/(1-4).F;S;SS.**5530-5549. Selected Topics/(1-3).On Demand.**

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in an selected topics course provided that the content does not duplicate that of the previous course. Limit of four hours credit.

5620. Secondary School Curriculum/(3).F;S;SS.

A study of the modern secondary school curriculum; development, recent trends, and organization; including the philosophy and psychology upon which these practices are based.

5800. History of American Education/(3).S;SS.

A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural developments in the growth of a system of public education.

5999. Master of Arts Thesis/(2-4).F;S;SS.

Graded on S/U basis.

Department of Sociology

Chairperson: Denton

Faculty: Denton, Funk, Hall, Hughes, Keasey, Keeter, Milano, Neale, Page, Riennerth, Sawyer, Wise

The sociology graduate program leads to a Master of Arts degree designed to take into account the needs of students who expect to enter positions immediately following completion of the program as well as those who intend to continue their graduate education in sociology or a related field. The department offers degrees in three tracks. These include a program for junior college teachers with a major in sociology and an academic track leading to the Master of Arts in sociology. Each program normally requires 30 semester hours with a thesis or 36 hours without a thesis. Of these hours, 24 to 27 credits must come from sociology offerings and the remaining 9 to 12 must come from related areas. Core courses include SOC 5000 (Bibliography and Research), SOC 5100 (Theory Construction), SOC 5200 (Contemporary Social Theory) and at least one course in statistics above the introductory level. Students participating in a sociology program leading to the Master of Arts degree gain an understanding of the workings of various social structures and how they affect human life, knowledge of issues pertinent to the discipline and society in general and specific analytical skills related to research development, data gathering, analysis and interpretation.

Master of Arts in Sociology (academic)

Prerequisites: Undergraduate major or minor in sociology and the equivalent of STT 3810 (Statistical Methods I), SOC 3885 (Research Methods) and SOC 3950 (Sociological Theory). Students who are deficient in meeting one or more undergraduate prerequisites must take the equivalent courses prior to the awarding of the Master of Arts degree.

Required Courses:

SOC	5000.	Bibliography and Research	3
SOC	5100.	Theory Construction	3
SOC	5200.	Contemporary Social Theory	3
Electives in Sociology			12-18
Approved Minor			9-12

Foreign Language: The foreign language requirement is optional for majors in sociology. For those students who do not offer a foreign language, demonstrated competence in statistics and/or computer science (subject to departmental approval) may serve in lieu of the language requirement. Normally demonstrated competence results from successful completion of a course in statistics and/or computer science above the introductory level.

Thesis (optional):

SOC 5999.	3-6
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Comprehensives: All students are required to take a comprehensive examination including sections on theory, research methodology and general sociology. Normally this examination is written and taken during the semester prior to a student's expected graduation date.

Master of Arts in Community and Junior College Teaching

Prerequisites: Undergraduate major or minor in sociology and the equivalent of STT 3810 (Statistical Methods I), SOC 3885 (Research Methods) and SOC 3950 (Sociological Theory). Students who are deficient in meeting one or more undergraduate prerequisites must take the equivalent courses prior to the awarding of the Master of Arts degree.

Requirements:**Major Courses:**

SOC 5000.	Bibliography and Research	3
SOC 5100.	Theory Construction	3
SOC 5200.	Contemporary Social Theory	3
Electives in Sociology	12-18

Minor:

AH 5420.	The Community/Junior College and the Technical Institute	2-3
AH 5440.	Instruction in Post-Secondary Institutions	
OR		
AH 6900.	Internship/Field Experience	2-3
Minor electives	4-8

Foreign Language: None required, however, STT 3820 (Statistical Methods II) or another advanced statistics course is required as part of the core requirements.

Thesis (optional):

SOC 5999.	3-6
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Comprehensives: All students are required to take a comprehensive examination including sections on theory, research methodology and general sociology. Normally this examination is written and taken during the semester prior to a student's expected graduation date.

Master of Arts in Secondary Teaching

Prerequisites: Undergraduate major or minor in sociology and the equivalent of STT

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3810 (Statistical Methods I), SOC 3885 (Research Methods) and SOC 3950 (Sociological Theory). Students who are deficient in meeting one or more undergraduate prerequisites must take the equivalent courses prior to the awarding of the Master of Arts degree, plus a North Carolina A Certificate or its equivalent in another state.

Requirements:

Major Courses:

SOC	5000.	Bibliography and Research	3
SOC	5100.	Theory Construction	3
SOC	5200.	Contemporary Social Theory	3
Electives in Sociology			12-18

Minor:

CR	4560.	Measurement and Assessment	2
AH	5060.	Curriculum Planning	2-3

OR

SE	5620.	Secondary School Curriculum	3
AH	5470.	Social Foundations of Education	

OR

AH	5350.	Philosophy of Education	2
PSY	4555.	Advanced Educational Psychology	

OR

PSY	5565.	Psychology of Adolescence	2
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Minor Electives			0-4
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Foreign Language: None required, however, STT 3820 (Statistical Methods II) or another advanced statistics course is required as part of the core requirements.

Thesis (optional):

SOC	5999.	3-6
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Comprehensives: All students are required to take a comprehensive examination including sections on theory, research methodology and general sociology. Normally this examination is written and taken during the semester prior to a student's expected graduation date.

Sociology Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in sociology. Specific requirements in these programs are worked out jointly by the Department of Sociology and the appropriate department in the College of Learning and Human Development.

(For a description of the notation used in the following list of courses, see page 63.)

*Senior/Graduate Courses***4550. The American Social Welfare System/(3).F.**

An introduction to the concept of social welfare and to the public and private network of social programs, systems and services which exist, formally and informally, to resolve or ameliorate those personal and social problems which interfere with the fulfillment of basic human needs. Analysis of major issues, problems, strengths, and philosophical values related to the development, functioning, and evaluation of social welfare programs. Agency visit required. Prerequisite for SOC 4552, 4554, and the required social services internship.

4552. Professional Social Work in Contemporary Society/(3).S.

Designed to provide the student with essential beginning and basic knowledge about social work as a profession and social work practice in a changing society. Prerequisite: SOC 4550 or permission of instructor.

4554. Methods of Social Work Practice/(3).S.

Opportunity for acquisition of knowledge, understanding of values, and development of skills consistent with those needed at the beginning level of social work practice. Experiential learning included. Required for students in Social Services or Corrections concentration. Prerequisites: SOC 4550, 4552, or permission of instructor. Taken prior to the social services internship.

4560. Race and Minority Relations/(3).F;SS.

Examination of intergroup relations, including racial, ethnic, and women's issues; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination.

4570. The Addictive Process/(3).F;SS.

An examination of sociological and psychological contributors to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. Prerequisite: Sociology 1115 or permission of instructor.

4600. Political Sociology/(3).F.

Social influences on political behavior; the relationship between political and other institutions.

4750. Class, Power and Inequality/(3).S.

A study of the distribution of wealth, power, privilege, and prestige. The course examines conservative, liberal, and radical explanations of human inequality. Cross-cultural and comparative analysis is used to focus on various problems of inequality and their consequences.

4800. Sociology of the Family/(3).S.

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society.

4900. Field Experience: Internship (variable credit)/F;S;SS.

Supervised placement in a setting which provides an opportunity to observe and practice sociological skills. Graded on an S/U basis.

*Graduate Courses***5000. Bibliography and Research/(3).S.****5025. Concepts in Sociology/(3).F.**

Systematic survey and critical analysis of selected sociological concepts and theories. This course is for graduate students who have only a limited background in sociology. Prerequisite: Permission of instructor or department chairperson.

5080. Urban Environment and the Individual/(3).F.

This course is devoted to an examination of relations between the individual and the urban environment. It is an attempt to present the urban environment as a frame of reference in which to understand the individual within the home, the neighborhood, the community, and other aspects of his/her social environment. Specific problem areas will be suggested with an opportunity for the students to explore those areas of practical interest for them.

5100. Theory Construction/(3).F.

This course will provide the tools for analyzing both the classical and contemporary forms of social theory and aid students in the development of their own theories and conceptual models as part of an integrated research process. The aim is to provide a background in the logic, structure, and usage of sociological theory. prerequisite: SOC 3950 or equivalent.

5200. Contemporary Sociological Theory/(3).S.

A review and assessment of the works of leading

contemporary sociologists with critical analysis centering around the nature of sociological explanation.

5270. Complex Organizations/(3).F.

An examination of theories of large scale organizations with a substantive, comparative analysis of types of organization such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations. Offered alternate years. Offered Fall, 1983.

5350. Contemporary Social Issues/(3).F.

A critical analysis of some of the major social issues in American society. Emphasis will be placed upon the theoretical and empirical implications of social attitudes toward the explanation, treatment, and public policy decisions related to these issues.

5500. Independent Study/(1-4).F;S.

5530-5549. Selected Topics/(1-3). On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the sociology curriculum. May be repeated for credit when content does not duplicate.

5900. Field Experience: Internship (variable credit/F;S;SS.

Supervised placement in a setting which provides an opportunity to observe and practice sociological skills. Graded on an S/U basis.

5999. Master of Arts Thesis/(2-4).F;S.

Graded on S/U basis only.

Department of Special Education

Chairperson: Ortiz

Faculty: Blanton, Churton, Cross, Davis, Ortiz, Pace, Rau, Stahl, Swem, Thompson, Tompkins

The Department of Special Education offers four program options to persons who are interested in serving exceptional populations. All programs are designed to prepare personnel to assume leadership roles in special education, and are described below with a listing of potential service models and job roles.

Program	Service Models	Job Roles
M.A. Special Education Mild/Moderate (ED, LD, or MR)	Public schools Private schools	Self-contained classrooms Resource/consultant teachers
M.A. Special Education Severe/Profound (ED and MR)	Public schools Private schools Institutions Day Care Centers Sheltered Workshops	(same as above)
M.A. Special Education Gifted/Talented	Public schools Private schools	(same as above)

The Master of Arts in teaching degree with an emphasis in one of the categorical areas of Mental Retardation, Emotional Disturbance, or Learning Disabilities, prepares teachers to design programs for mildly to moderately handicapped school aged children. Teachers who enter the program with general experience in Special Education are provided the opportunity to develop expertise in employing the procedures that have historically been used with one of the exceptionalities. Furthermore, prospective teachers acquire a body of knowledge in a specific category that allows them to act as consultants to their school systems and regions. Included as an option in the area of mental retardation is an emphasis in Adapted Physical. This program is designed to prepare specialists in the area of physical education for the handicapped.

The Master of Arts in Teaching the Severely and Profoundly Handicapped provides training for teachers who will be responsible for developing programs for the severely and profoundly mentally retarded and emotionally disturbed. The focus of this program is on developing a continuum of community services that encompasses the life span of dependent individuals. Graduates are trained to teach the severely and profoundly handicapped and are prepared to identify, develop, and coordinate community services for them.

The Master of Arts in Teaching the Gifted and Talented prepares teachers to work with elementary and secondary aged gifted and talented children in the public schools. Graduates of the gifted and talented program are prepared to design curricula that maintain and foster the superior child's performance in academic and cultural activities.

The Master of Arts in Teaching-Parent Specialty is unique in the state. Teachers in this program are trained to develop and carry out community-based programs for emotionally disturbed and delinquent youths. They are also prepared to act as surrogate parents and in-service trainers for parents, teachers and public agency personnel.

Mental Retardation

Prerequisites: * An A level teaching certificate in the area of Mental Retardation.

Core Courses:

SPE	5000.	Research and Bibliography	2
		OR	
CR	5000.	Research in Education	2-3
SPE	5540.	A Study of Child Variance	3
SPE	5580.	Advanced Curriculum Design	3
SPE	5584.	Organization and Administration of Special Education	3
SPE	5600.	Seminar in Special Education	3
SPE	5900.	Internship	3-9

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Concentration:

SPE	5585.	Assessment and Development of Adaptive Abilities	3
SPE	5560.	The Severely and Profoundly Handicapped	3
SPE	5999.	Thesis**	4
		Electives	6-12
		(chosen in conjunction with major advisor, related areas, e.g., psychology, reading, elementary education and speech pathology and audiology)	

TOTAL 36

*If the student is not certified in the area of Mental Retardation, he/she must take prerequisite coursework which will be selected in conjunction with a departmental advisor.

If the student is not certified in any area of education, he/she must take professional education coursework in addition to the prerequisite coursework.

**A student may elect to take a thesis program which will include a minimum of 26 semester hours of coursework and a maximum of four semester hours of thesis credit.

Students seeking a Master of Arts in Special Education with a concentration in mental retardation emphasizing adapted physical education must complete a minimum of 36 s.h. which will include courses required for certification in Mental Retardation. Coursework specifically related to adapted physical education may include the topics:

- PE for Mentally Retarded
- Motor Development
- Perceptual Motor Development
- Motor Assessment and Interpretation
- P.E. for non-retarded exceptional persons

The program will be developed through the student's advisor and the department chairperson.

Emotional Disturbance

Prerequisites: * An A level teaching certificate in the area of Emotional Disturbance.

Core Courses:

SPE	5000.	Research and Bibliography	2
		OR	
CR	5000	Research in Education	2-3

SPE	5540.	A Study of Child Variance	3
SPE	5580.	Advanced Curriculum Design	3
SPE	5584.	Organization and Administration of Special Education	3
SPE	5600.	Seminar in Special Education	3
SPE	5900.	Internship	3-9

Concentration:

SPE	5583.	Educational and Behavioral Aspects of Emotional Disturbance	3
SPE	5582.	Teaching the Emotionally Disturbed	3
SPE	5999	Thesis**	4
		Electives	6-12
		(chosen in conjunction with major advisor from related areas, e.g., Psychology, Reading, Counselor Education and Research, and Speech Pathology and Audiology)	
		TOTAL	36

*If the student is not certified in the area of Emotional Disturbance, he/she must take prerequisite coursework which will be selected in conjunction with a departmental advisor.

If the student is not certified in the area of education, he/she must take professional education coursework in addition to the prerequisite coursework.

**A student may elect a thesis program which will include a minimum of 26 semester hours of coursework and a maximum of four semester hours of thesis credit.

Learning Disabilities

Prerequisites: * An A level teaching certificate in the area of Learning Disabilities.

Core Courses:

SPE	5000.	Research and Bibliography	3
		OR	
CR	5000	Research in Education	3
SPE	5540.	A Study of Child Variance	3
SPE	5580.	Advanced Curriculum Design	3
SPE	5584.	Organization and Administration of Special Education	3
SPE	5600.	Seminar in Special Education	3
SPE	5900.	Internship	3-9

Concentration:

SPE	5574.	Instructional Strategies in Learning Disabilities	3
SPE	5579	Identification and Evaluation of Learning Disabilities	3
SPE	5999	Thesis**	4
		Electives	6-12
		(chosen in conjunction with major advisor from related areas, e.g., Psychology, Reading, Elementary Education, and Speech Pathology and Audiology	
			<hr/>
			TOTAL 36

*If the student is not certified in the area of Learning Disabilities, he/she must take prerequisite coursework which will be selected in conjunction with a departmental advisor.

If the student is not certified in any area of education, he/she must take professional education coursework in addition to the prerequisite coursework.

**A student may elect to take a thesis program which will include a minimum of 26 semester hours of coursework and a maximum of four semester hours of thesis credit.

Gifted/Talented

Prerequisite:* An A-level teaching certificate in the area of Gifted/Talented.

Core Courses:

SPE	4592	Nature and Nurture of Gifted/Talented*	3
SPE	4593	Curriculum for Gifted/Talented*	3
SPE	5550	Creativity	3
SPE	5000	Research and Bibliography	2
OR			
CR	5000	Research in Education	3
SPE	5580	Advanced Curriculum Design	3
SPE	5600	Seminar in Special Education	3
SPE	5900	Internship (in area of concentration)	3-6

Concentration:

SPE	5999	Thesis**	4
		A graduate level academic concentration chosen in conjunction with major advisor	12-18
			<hr/>
			TOTAL 36

*If the student is not certified in the area of Gifted/Talented, he/she must take prerequisite coursework which will be selected in conjunction with a departmental advisor.

If the student is not certified in any area of education, he/she must take professional education coursework in addition to the prerequisite coursework.

**A student may elect to take a thesis program which will include a minimum of 26 semester hours of coursework and a maximum of four semester hours of thesis credit.

Severe/Profound Handicaps

Prerequisite:* An A-level teaching certificate in Mental Retardation or Emotional Disturbance, and prerequisites assigned by the advisor.

Core Courses:

SPE	5000	Research and Bibliography	2
		OR	
CR	5000	Research in Education	3
SPE	4582	Advising and Consulting with Families of Exceptional Children	4
SPE	5585	Assessment and Development of Adaptive Abilities	3
SPE	5900	Internship	3-6

Concentration:

SPE	5560	The Severely and Profoundly Handicapped	3
SPE	5562	Methods for Educating the Severely Handicapped	3
SPE	5564	Curriculum for the Severely Handicapped	3
SPE	5565	Applied Behavior Analysis with the Severely Handicapped . . .	3
SPE	5567	Problems and Issues in the Education of the Severely Handicapped	3
SPE	5999	Thesis**	4
		Electives	1-6
		(chosen in conjunction with major advisor)	
TOTAL			36

*If the student is not certified in one of the areas, Mental Retardation or Emotional Disturbance, he/she must take prerequisite coursework which will be selected in conjunction with a departmental advisor.

**A thesis is required of all students.

Teaching-Parent Specialty

Prerequisite: Requirements for entry into the Teaching-Parent Specialty Program are determined in the initial conference with the advisor.

Core Courses:

SPE	4600	Behavior Management	2
SPE	4601	Classroom Management and Intervention Strategies	3

SPE	5000	Research and Bibliography	2
		OR	
CR	5000	Research in Education	2-3
SPE	5500	Independent Study	1-4
SPE	5900	Internship	1-9

Concentration:

SPE	4700	Introduction to the Teaching-Family Model*	3
SPE	5100	Field Training in the Teaching-Family Model	3
SPE	5101	Advanced Field Training in the Teaching-Family Model	3
SPE	5200	Communication and Problem Solving Strategies Within the Teaching Family Model	3
SPE	5400	Advanced Reading in Organization and Administration of Community-Based Treatment Programs	3
SPE	5999	Thesis**	4

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*Required for all students.

**A student may elect to take a thesis program which will include a minimum of 26 semester hours of coursework and a maximum of four semester hours of thesis credit.

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4562. Language and Speech Disorders of Exceptional Children/(3).F;S;SS.

Studies of the habilitation of language and speech disorders of the preschool and school age child. Specific competencies developed in the behavioral evaluation and habilitation of language and speech disorders frequently associated with exceptional children, i.e., the mentally retarded, learning disabled, and emotionally disturbed.

4550. The Exceptional Child in the Home, School and Community/(2).F;S;SS.

A study of the psychological and sociological considerations of exceptionality as they are expressed in the home, school and community.

4551. Cooperative Planning with Exceptional Students, Parents and Professionals/(2).F;S;SS.

A study of processes and procedures used in planning educational programs for exceptional students. The encouragement of parent and professional involvement in special education is stressed. This course must be taken concurrently with SPE 4101, 4102, 4601.

4571. Introduction to Emotional Disturbance/(3).F;S;SS.

An introductory course in the education of the emotionally handicapped child. Emphasis will be placed upon the psychological, sociological, and educational implications in the education of emotionally handicapped children.

4576. Introduction to Learning Disabilities/(3).F;S;SS.

The identification and education of youth with learning disabilities, including programs, teaching strategies, and theories.

4592. Nature and Nurture of the Gifted and Talented/(3).F;S;SS.

An introductory course related to the characteristics, nature, nurture and identification of the gifted/talented child in the educational environment.

4593. Curriculum for Gifted/Talented/(3).F;SS.

A study of trends and design of the curriculum in modern elementary and secondary schools, unit construction, communication skills, and historical perspective. An intensive study course dealing

with the interpretation, design, development and implementation of methods and materials which are used with gifted/talented children with emphasis on curriculum development and teaching techniques.

4600. Behavior Management/(2).F;S;SS.

A study of the background, procedures, and application of behavior management in a learning situation for the exceptional child. It moves from theory and the laboratory into the classroom, home and community. Various approaches will be discussed.

4601. Classroom Management and Intervention Strategies/(2).F;S;SS.

A study of practical, on-the-job techniques of classroom management, at the application level. Various methodologies and intervention strategies will be introduced.

4700. Introduction to the Teaching-Family Model/(3). On Demand.

An introduction to the philosophy and implementation of the Teaching-Family Model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of the emotionally disturbed and delinquent youth.

4900. Practicum in Special Education/(1-9).F;S;SS.

Supervised practicum experience in educational settings; basically for habilitative science majors. Prerequisite: approval of chairperson. Graded on S/U basis only.

4900. Practicum in Educational Assessment and Curriculum Development for the Exceptional Child/(3).F;S.

Field experiences designed to give practice in evaluation, methods and materials in all age groups. This course is taken concurrently with SPE 4101 and SPE 4102. Graded on S/U basis only.

4900. Practicum in Mild and Moderate Handicapping Conditions/(1-4).F;S;SS.

Field practice in school settings of techniques used in the education of the mildly and moderately handicapped individual. Graded on S/U basis only.

Graduate Courses

5000. Research and Bibliography/(2).F;S;SS.

A study of procedures, designs, and methods of reporting in human resources. Required in the first semester of graduate study.

5100. Field Training in the Teaching Family Model/(3). On Demand.

A field oriented course involving supervised implementation of the Teaching Family Model treatment approach. Evaluations by both consumers and professionals in the field will be utilized as part of the training sequence. Prerequisite to Advanced Field Training in the Teaching Family Model.

5101. Advanced Field Training in the Teaching-Family Model/(3). On Demand.

This field oriented course is offered for those successfully completing the prerequisite field training course. The course is aimed at helping the student refine and modify his/her use of the Teaching-Family Model Treatment program. Prerequisite: SPE 5100.

5200. Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model/(3). On Demand.

Basic counseling strategies and problem-solving skills especially related to the Teaching-Family Model will be offered. Emphasis will be placed on working with emotionally disturbed and delinquent youths and their families in the context of residential treatment.

5400. Advanced Readings in Organization and Administration of Community-Based Treatment Programs/(3). On Demand.

To expand the student's knowledge of the organization and administration of community based programs. Emphasis will be placed on the process of organizing, administering, and implementing treatment programs for troubled youths.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Offered in any area of concentration within the Department. The purpose and objectives will vary with the content of the course.

5540. A Study of Child Variance/(3).F;S;SS.

Child maladaptation is viewed as interaction between the characteristics of the individual child as a variant in the environmental systems involved with his development and care. Specific emphasis on the labeling and treatment process and its programmatic and theoretical alternatives will be undertaken from, but not limited to, legal, educational, psychological, ethical and social perspectives.

5550. Creativity/(3). On Demand.

A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

5560. The Severely and Profoundly Handicapped/(3).F;SS.

A historical perspective of the social and cultural antecedents to contemporary adjustments for the severely/profoundly handicapped. Historical events that lead to social attitudes, academic theories, and operative definitions are studied and evaluated. The general and characteristic behavior, and nature and needs of these individuals are presented within a developmental frame-work. Current issues are examined as current research is discussed.

5562. Methods for Educating the Severely Handicapped/(3).F.

Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. To be taken concurrently with SPE 5564.

5564. Curriculum for the Severely Handicapped/(3).F.

The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. To be taken concurrently with SPE 5562.

5565. Applied Behavior Analysis with the Severely Handicapped/(3).S.

The appropriateness and importance of utilizing applied behavior analysis in education settings with the severely handicapped is stressed. Single subject research designs and alternative designs are reviewed as to the evaluation of the effectiveness of intervention programs.

5567. Problems and Issues in the Education of the Severely Handicapped/(3).S.

An indepth study of significant issues, trends, and practices in the education of severely handicapped persons. Deals with the problems and issues that master teachers and supervisors may encounter with this population. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic

changes in terms of what is discussed.

5574. Instructional Strategies in Learning Disabilities/(3).F;S;SS.

Trains teachers to be effective in structuring the learning situation and to develop a sequence of remedial activities and materials. Application of appropriate remedial techniques to individual deficiencies or disorders.

5576. Advanced Diagnostic-Prescriptive Teaching. On Demand.

Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

5579. Identification and Evaluation of Learning Disabilities/(3).F;S;SS.

Acquaints the student with tests and assessment techniques of learning disabled children. Emphasis will be placed on developing the skills to use test and assessment techniques.

5580. Advanced Curriculum Design/(3).F;S;SS.

The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

5582. Teaching the Emotionally Disturbed/(3).F;S;SS.

An advanced course designed to study the operational models and techniques to be utilized in a variety of settings with the emotionally disturbed.

5583. Education and Behavioral Aspects of Emotional Disturbance/(3).F;SS.

An investigation of the theoretical explanations of behavior and the ways these explanations find expression in interventions with children. Students will be required to justify their own interventions by relating them to alternate explanations of child behavior.

5584. Organization and Administration of Special Education/(3).F;SS.

The implementation of special education programs at the national, state, and local levels. Effective public school programming.

5585. Assessment and Development of Adaptive Abilities/(3).F;SS.

A review of the literature in infant and early childhood development concerning the assessment, evaluation, and programming for the

development of adaptive abilities leading to cognitive development.

5591. Rehabilitation Services/(2).S.

Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work, training, and childhood workshop programs. (Same as PSY 5591.)

5592. Advanced Medical Aspects of Disability/(3).F.

What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae. (Same as PSY

5592.)

5600. Seminar in Special Education/(3).F;SS.

An advanced course designed to deal with the current issues and controversies relating to the major categorical areas of special education.

5900. Internship/(3-9).F;S;SS.

Supervised experience with exceptional children. Graded on S/U basis. Prerequisite: Permission of Department Chairperson.

5999. Master of Arts Thesis/(1-4).F;S;SS.

Study of the various types of research and the logical organization and reporting. Graded on S/U basis.

Department of Speech Pathology and Audiology

Chairperson: Hutchinson

Faculty: Carpenter, Hubbard, Hutchinson, Joselson, Lieberman, Meador

Candidates for the Master of Arts or Master of Arts in Teaching degree in Speech Pathology and Audiology must complete the requirements for the American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech Pathology. Students planning to obtain the Master of Arts in Teaching degree must complete State Department of Public Instruction requirements for the G (Graduate) level certificate. An individualized program of study must be approved by the student's advisor prior to the first registration for graduate courses.

Required Courses:

CR	5000.	Research in Education	3
SPA	4564.	Practicum	3
SPA	5662.	Aural Rehabilitation	3
SPA	5663.	Stuttering	3
SPA	5666.	Voice Disorders	3
SPA	5668.	Language Disorders	3
SPA	5669.	Phonologic Disorders	3
SPA	5999.	Thesis	3

(For a description of the notation used in the following list of courses, see page 63.)

Senior/Graduate Courses

4564. Clinical Practicum/(1-3).F;W;S.

Supervised clinical practicums in evaluation and therapy techniques in speech pathology and audiology. For each semester hour of credit, forty-five clock hours of practicum experiences are required. May be repeated for a total of 6*s.h. Prerequisite: Approval of department chairperson. Graded on S/U basis only. Required of all students. (Meets ASHA B-8.)

4565. Public School Methods in Speech Pathology and Audiology/(3).S.

Methods for providing speech, language, and hearing services to public school children, (Meets ASHA B-8). Prerequisites: SPA 2259, 2260, and 2263.

4900. Internship/(3).F;S.

Supervised therapy with emphasis on individualized therapy techniques. (Meets ASHA B-8.) Prerequisite: Approval of department chairperson. Graded on S/U basis.

Graduate Courses

5500. Independent Study/(1-4).F;S.

5530-5549. Selected Topics/(1-3).On Demand.

5578. Neurological Disorders/(3). On Demand.

A study of children who have learning disabilities due to neurological or unknown causes and techniques required for their education. (Meets ASHA B-2).

5661. Advanced Diagnostics/(1-4).F;S.

Evaluation and diagnostic lectures, demonstration, and practicum in articulation, voice, cleft palate, laryngectomy, language and hearing disorders. (Meets ASHA B-8).

5662. Aural Rehabilitation/(3).F.

Studies of the habilitation of the preschool and school age hearing impaired. Emphasis on prescriptive and resource curricular management. Includes advanced auditory training and speech reading methods. Survey of hearing-aid orientation and monitoring techniques. (Meets ASHA B-3). Required of all graduate students.

5663. Stuttering/(3).F.

Concentrated studies of the biological, physiological, and psychological theories and the etiologies, evaluations and habilitation of stuttering and allied fluency disorders. (Meets ASHA B-2). Required of all graduate students.

5665. Advanced Audiology/(2).S.

Advanced audiological procedures and techniques. Concentration on advanced neurophysiological auditory measurement, research and applications to theory. (Meets ASHA B-3).

5666. Voice Disorders/(3).S.

Study of the biological and physiological theories related to the etiology, evaluation and habilitation of voice. (Meets ASHA B-2). Required of all graduate students.

5667. Advanced Speech Science/(3).On Demand.

Psychoacoustic theory and application to the measurement of human sound production, perception, and reaction. (Meets ASHA B-1).

5668. Language Disorders/(3).F.

Linguistic theory and its application to persons with disorders of language. (Meets ASHA B-2). Required of all graduate students.

5669. Phonologic Disorders/(3).S.

Clinical application of current research in disorders of the phonologic (sound) system. (Meets ASHA B-2). Required of all graduate students.

5670. Aphasia/(3). On Demand.

The effects of cerebrovascular accidents on the language systems of children and adults. (Meets ASHA B-2).

5900. Internship/(3-9).F;S;SS.

Supervised experience with communication handicapped children. Graded on S/U basis only. (Meets ASHA B-8).

5999. Master of Arts Thesis/(1-4).F;S;SS.

Study of the various types of research and the logical organization and reporting. Required of all graduate students. Graded on S/U basis. (Meets ASHA B-7).

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Appalachian State University Correspondence Directory

For prompt attention, inquiries should be directed to the following:

Admissions

Joseph Watts, *Director of Admissions*

Alumni Affairs

Barbara Poovey, *Director of Alumni Affairs*

Faculty Appointments

Harvey R. Durham, *Vice Chancellor for Academic Affairs*

Graduate Admissions, Curriculum, and Requirements

Joyce Lawrence, *Dean of the Graduate School*

Instructional Programs

Harvey R. Durham, *Vice Chancellor for Academic Affairs*

Library

Al Corum, *Dean of Learning Resources*

Placement

David Ball, *Director of Career Planning and Placement*

Public Affairs

Robert E. Snead, *Vice Chancellor for Development and Public Affairs*

Records, Certification Requirements, Curriculum Requirements and All Transcripts

A. Brooks McLeod, *Registrar*

Residence Life

Bobby L. Dunnigan, *Director of Residence Life*

Scholarships, Student Employment, Student Loans, Veterans Information

R. Steve Gabriel, *Director of Financial Aid*

Student Welfare

David McIntire, *Vice Chancellor for Student Affairs*

Summer School

James W. Jackson, *Director of Summer Sessions*

University Policy

John E. Thomas, *Chancellor*

The university information number is 262-2000, area code 704.

